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Summary Report of 1981-82 Survey of Graduate Departments of Psychology

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Summary Report of 1981-82 Survey of Graduate Departments of Psychology

The 1981-82 Survey of Graduate Departments of Psychology collected, for the first time, information regarding faculty teaching loads, faculty replacement hiring policy, minimum enrollment requirements for graduate courses, and graduate student course loads. For the fourth consecutive year, the survey collected data on (a) faculty characteristics and salaries, including salaries for starting faculty, department chairs, and departmental administrative positions; and (b) graduate student support, including percentages of students supported and amounts typically paid. Before summarizing these results, the development and purpose of the survey is described.

Beginning in the fall of 1978, the American Psychological Association (APA) and the Council of Graduate Departments of Psychology (COGDOP) have jointly sponsored an annual Survey of Graduate Departments of Psychology. This Departmental Survey grew out of an earlier cooperative effort between APA and COGDOP to collect data on faculty salaries. In addition to these salary surveys, APA occasionally surveyed graduate departments on an ad hoc basis when information was needed on other issues, such as graduate enrollments, trends in graduate education and training, and so forth. In order to minimize the burden placed on chairs by multiple surveys, these survey efforts were consolidated into an annual Survey of Graduate Departments of Psychology. A major purpose of the Departmental Survey remains the collection of data on faculty salaries; additionally, it is used, as the need arises, to address a variety of issues concerning graduate faculty and graduate education.

The 1981-82 Survey of Graduate Departments of Psychology focused on six major issues: (a) faculty characteristics and salaries, (b) faculty replacement hiring policies, (c) faculty teaching loads, (d) minimum enrollment requirements for graduate courses, (e) graduate student course loads, and (f) graduate student support. The present report summarizes the results of this year's survey.

Method

The 1981-82 Survey of Graduate Departments of Psychology was mailed in October 1981 to 569 graduate departments in the United States and Canada listed in Graduate Study in Psychology, 1982-1983 (APA, 1981) plus 14 professional schools of psychology that were not listed. Responding departments were not asked to identify themselves because of the confidential nature of the salary information requested. The Departmental Survey is not intended to be used as a source of information on a particular department or group of departments. The anonymity of the survey is consistent with this intention, and the data collected are presented in aggregate form.

Of the 583 departments surveyed, 401 responded for an overall response rate of 68.8%. However, this response rate varied according to type of

department. Before describing these results, a brief description will be given of the dimensions upon which departments differ.

The first dimension is whether the department is in the United States or Canada. There were 551 U.S. departments and 32 Canadian departments included in the survey. The response rate for U.S. departments was higher than for Canadian departments (69.1% vs. 62.5%).

A second dimension is whether the highest degree granted by the department is a doctoral degree or a master's degree. In contrast to previous surveys where doctoral departments were more likely to respond than master's departments, the response rates for doctoral and master's departments were similar.

For U.S. departments, a third dimension is whether the department is located in a public or private institution. Departments in public institutions were more likely to respond than those in private institutions.

The response rates for these three dimensions are given in the first rows of Table 1. In general, data in this report for U.S. departments will presented by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Data for Canadian departments will not be presented by degree level because 16 of the 20 departments responding are doctoral departments. In some cases, the data will be presented for departments in the U.S. and Canada that have doctoral programs and those that have master's programs. Please note these categories are not mutually exclusive since a department may have both a master's program and a doctoral program. This contrasts with the dimension of highest degree granted (doctoral vs. master's) where the categories are mutually exclusive.

There are two other dimensions along which the departments differ: department name (e.g., psychology, educational psychology) and U.S. geographic region (i.e., Northeast, Southeast, Midwest, and West). The response rates for these dimensions are also presented in Table 1. The data presented in this report will not be broken down along these dimensions because the resulting N's were often too small for meaningful comparisons, and differences that did exist along these dimensions were weak compared to differences between doctoral vs. master's departments and public vs. private institutions.

There are two final points that should be kept in mind about this report. The first concerns the use of the term "Graduate Departments of Psychology." This term is used in its broadest sense to include the departments, schools, interdisciplinary programs, or academic units that are listed in Graduate Study in Psychology as offering a graduate degree in one or more areas of psychology. Looking again at Table 1, we see that department name refers to what the department is called: (a) psychology, psychological sciences; (b) educational psychology, education; (c) counseling psychology, counselor education; (d) human development, child development; (e) professional school; or (f) other not listed above.

Table 1
Number and Percent of Departments Responding to 1981-82 Survey of Graduate Departments of Psychology

Total N N (%) responding	U.S. Graduate Departments of Psychology					Canadian Graduate Departments of Psychology		
	Doctoral departments		Master's departments					
	Public	Private	Public	Private	Total	Doctoral	Master's	Total
Departments included in survey*	218	109	149	75	551	26	6	32
	155 (71.1%)	72 (66.0%)	114 (76.5%)	40 (53.3%)	381 (69.1%)	16 (61.5%)	4 (66.7%)	20 (62.5%)
Department name:								
Psychology, psychological sciences	123	60	120	49	352	23	6	29
	96 (78.0%)	53 (88.3%)	102 (85.0%)	31 (63.3%)	282 (80.1%)	14 (60.9%)	4 (66.7%)	18 (62.1%)
Educational psychology, education	33	11	11	4	59	3	0	3
	17 (51.5%)	4 (36.4%)	3 (27.3%)	0 (--)	24 (40.7%)	2 (66.7%)	--	2 (66.7%)
Counseling psychology, counselor education	22	5	8	12	47	0	0	0
	18 (81.8%)	3 (60.0%)	4 (50.0%)	4 (33.3%)	29 (61.7%)	--	--	--
Human development, child development	11	4	3	1	19	0	0	0
	8 (72.7%)	1 (25.0%)	1 (33.3%)	1 (100.0%)	11 (57.9%)	--	--	--
Professional school	3	21	0	2	26	0	0	0
	3 (100.0%)	9 (42.9%)	--	0 (--)	12 (46.2%)	--	--	--
Other **	26	8	7	7	48	0	0	0
	13 (50.0%)	2 (25.0%)	4 (57.1%)	4 (57.1%)	23 (47.9%)	--	--	--
U.S. geographic region:								
Northeast	43	47	29	31	150			
	25 (58.1%)	33 (70.2%)	18 (62.1%)	15 (48.4%)	91 (60.7%)			
Southeast	49	18	40	13	120			
	39 (79.6%)	14 (77.8%)	34 (85.0%)	7 (53.8%)	94 (78.3%)			
Midwest	69	16	34	11	130			
	55 (79.7%)	10 (62.5%)	26 (76.5%)	7 (63.6%)	98 (75.4%)			
West	57	28	46	20	151			
	36 (63.2%)	15 (53.6%)	36 (78.3%)	11 (55.0%)	98 (64.9%)			

*Includes 569 departments/programs listed in Graduate Study in Psychology, 1982-83, plus 14 professional schools not listed.
**This is a heterogeneous category which includes, for example, school psychology, biological psychology, interdisciplinary programs, etc.

Note that these department names are not synonymous with program areas. For example, a program in counseling psychology or school psychology may be found in any one of several of these categories. Approximately two-thirds of the departments surveyed are "psychology departments" and generally these departments offer degrees in a number of different areas of psychology. The remaining third of those surveyed tend to be departments that are more specialized, offering degrees in a few closely related areas of psychology. Thus, "graduate departments of psychology" is used in a generic sense to include any academic unit that offers graduate degrees in psychology.

A second point to bear in mind when reviewing the results presented below is that no attempt has been made to extrapolate the results to include non-respondents. The numbers presented in the following tables are based on departments that responded to the survey and are not intended as estimates of the population figures. Most tables simply give the number and percent of responding departments that gave a particular answer to the question asked. Other tables give the number of faculty or the number of students aggregated across responding departments. In neither case should the numbers reported be taken as estimates of the population of departments, faculty, or students. Any attempt to extrapolate the results of the respondents to a population estimate is beyond the scope of this report, involving a complex pattern of weighting and assumptions about the similarity of respondents and non-respondents.

Results and Discussion

The results are presented in six separate sections: (a) faculty characteristics and salaries, (b) faculty replacement hiring policies, (c) faculty teaching loads, (d) minimum enrollment requirements for graduate courses, (e) graduate student course loads, and (f) graduate student support. In most cases, the implications of the data are straightforward, and little discussion is required. Where appropriate, the results presented here will be compared with the results of the 1980-81 survey, which may be found in last year's Summary Report (Stapp, Note 1).

Faculty Characteristics and Salaries

Table 2 presents data on the sex, race/ethnicity, and subfield of faculty in U.S. and Canadian departments. The data for U.S. faculty are also broken down by doctoral vs. master's departments and public vs. private institutions. In general, the results are very similar to those reported for the 1980-81 academic year (cf. Russo, Olmedo, Stapp, & Fulcher, 1981).

Overall, about one out of five faculty members are women. The percentage of women faculty in U.S. departments is slightly higher than that in Canadian departments (21.1% vs. 20.1%, respectively). Within U.S. departments, slightly higher proportions of women are found in private institutions than in public institutions.

With regard to race/ethnicity, only 4.6% of the faculty in U.S. departments are minorities: black, Hispanic, Asian, or American Indian.

Table 2
Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: Sex, Race/ethnicity and Subfield

Faculty characteristics	U.S. Graduate Departments of Psychology					
	Doctoral departments		Master's departments		All U.S. departments	Canadian departments
	Public N=145	Private N= 64	Public N=105	Private N= 37	N=351	N= 19
Total faculty	3,699	1,374	1,807	348	7,228	646
Sex						
Men	2,955 (79.9%)	1,060 (77.1%)	1,389 (76.9%)	263 (75.6%)	5,667 (78.4%)	513 (79.4%)
Women	730 (19.7%)	311 (22.6%)	402 (22.2%)	84 (24.1%)	1,527 (21.1%)	130 (20.1%)
Not specified	14 (0.4%)	3 (0.2%)	16 (0.9%)	1 (0.3%)	34 (0.5%)	3 (0.5%)
Race/ethnicity						
White	3,509 (94.9%)	1,218 (93.2%)	1,711 (94.7%)	334 (96.0%)	6,835 (94.6%)	544 (84.2%)
Black	86 (2.3%)	50 (3.6%)	41 (2.3%)	6 (1.7%)	183 (2.5%)	3 (0.5%)
Hispanic	39 (1.1%)	15 (1.1%)	22 (1.2%)	0 (--)	76 (1.1%)	3 (0.5%)
Asian	29 (0.8%)	14 (1.0%)	17 (0.9%)	6 (1.7%)	66 (0.9%)	16 (2.5%)
American Indian	9 (0.2%)	0 (--)	2 (0.1%)	0 (--)	11 (0.2%)	1 (0.2%)
Not specified	27 (0.7%)	14 (1.0%)	14 (0.8%)	2 (0.6%)	57 (0.8%)	79 (12.2%)
Subfield						
Clinical	813 (22.0%)	379 (27.6%)	377 (20.9%)	97 (27.9%)	1,666 (23.0%)	112 (17.3%)
Cognitive	154 (4.2%)	71 (5.2%)	38 (2.1%)	6 (1.7%)	269 (3.7%)	29 (4.5%)
Community	47 (1.3%)	11 (0.8%)	33 (1.8%)	3 (0.9%)	94 (1.3%)	10 (1.5%)
Comparative	35 (0.9%)	10 (0.7%)	25 (1.4%)	5 (1.4%)	75 (1.0%)	13 (2.0%)
Counseling	388 (10.5%)	69 (5.0%)	124 (6.9%)	28 (8.0%)	609 (8.4%)	34 (5.3%)
Developmental	383 (10.4%)	162 (11.8%)	165 (9.1%)	30 (8.6%)	740 (10.2%)	68 (10.5%)
Educational	175 (4.7%)	37 (2.7%)	117 (6.5%)	9 (2.6%)	338 (4.7%)	32 (5.0%)
Engineering	10 (0.3%)	2 (0.1%)	1 (0.1%)	1 (0.3%)	14 (0.2%)	1 (0.2%)
Experimental	491 (13.3%)	136 (9.9%)	258 (14.3%)	37 (10.6%)	922 (12.8%)	73 (11.3%)
General	35 (0.9%)	16 (1.2%)	71 (3.9%)	8 (2.3%)	130 (1.8%)	7 (1.1%)
Industrial/Organizational	115 (3.1%)	20 (1.5%)	76 (4.2%)	22 (6.3%)	233 (3.2%)	8 (1.2%)
Personality	73 (2.0%)	35 (2.5%)	45 (2.5%)	13 (3.7%)	166 (2.3%)	36 (5.6%)
Physiological	242 (6.5%)	90 (6.6%)	89 (4.9%)	14 (4.0%)	435 (6.0%)	54 (8.4%)
Psycholinguistics	22 (0.6%)	15 (1.1%)	6 (0.3%)	1 (0.3%)	44 (0.6%)	5 (0.8%)
Psychometrics	46 (1.2%)	19 (1.4%)	20 (1.1%)	3 (0.9%)	88 (1.2%)	14 (2.2%)
Psychopharmacology	17 (0.5%)	6 (0.4%)	6 (0.3%)	0 (--)	29 (0.4%)	7 (1.1%)
Quantitative	104 (2.8%)	32 (2.3%)	53 (2.9%)	12 (3.4%)	201 (2.8%)	21 (3.3%)
School	126 (3.4%)	42 (3.1%)	101 (5.6%)	16 (4.6%)	285 (3.9%)	1 (0.2%)
Social	333 (9.0%)	147 (10.7%)	139 (7.7%)	31 (8.9%)	650 (9.0%)	73 (11.3%)
Systems/history/methods	23 (0.6%)	13 (0.9%)	16 (0.9%)	4 (1.1%)	56 (0.8%)	5 (0.8%)
Other, in psychology	49 (1.3%)	48 (3.5%)	7 (0.4%)	2 (0.6%)	106 (1.5%)	42 (6.5%)
Other, not in psychology	18 (0.5%)	14 (1.0%)	7 (0.4%)	1 (0.3%)	40 (0.6%)	1 (0.2%)
Not specified	0 (--)	0 (--)	33 (1.8%)	5 (1.4%)	38 (0.5%)	0 (--)

Note: These data are based on information provided by departments that responded to the survey and, therefore, underestimate the population of faculty.

There is, however, a somewhat higher percentage of minority faculty (5.7%) in private, doctoral departments, where 3.6% of the faculty are black. Since the categories of race/ethnicity used in this survey have less relevance for Canadian departments, the race/ethnicity of faculty was much less likely to be specified by responding departments.

Table 2 also gives a breakdown of faculty by subfield. The largest percentage of faculty in both U.S. and Canadian departments are clinical (23.0% and 17.3%, respectively). In U.S. departments, this is followed by experimental (12.8%), developmental (10.2%), social (9.0%), and counseling (8.4%). For Canadian departments, there is a similar pattern, although there are proportionally fewer faculty in counseling and proportionally more in physiological: experimental (11.3%), social (11.3%), developmental (10.5%), physiological (8.4%).

When U.S. departments are broken down by highest degree and type of institution, the pattern of distribution of faculty among various subfields is similar, although there is some variation. For example, departments in private institutions have a relatively higher percentage of clinical faculty.

Table 3 presents the employment characteristics of faculty: employment status, academic rank and years in rank, tenure status, and new appointments. For U.S. departments, the percentage of full-time faculty is considerably higher in public than in private institutions while the percentages of joint and part-time appointments are higher in private institutions.

U.S. and Canadian departments differ with respect to the proportion of faculty in various academic ranks, with Canadian departments reporting the largest percentage of their faculty (41.3%) at the associate professor level. In U.S. departments, the largest percentage of faculty (41.7%) have the rank of full professor. This is particularly true in public, doctoral departments where 45.3% of the faculty are full professors. In private, master's departments, however, only 27.3% of the faculty are full professors. Table 3 also breaks down the number of faculty in each academic rank by years in rank.

Next, Table 3 presents information on the tenure status of faculty. In U.S. departments, 66.7% of the faculty are tenured, although faculty in private institutions are less likely to be tenured than those in public institutions (52.8% vs. 71.1%). In Canadian departments, 69.2% of the faculty have tenure. Finally, Table 3 reports that 5.4% of the U.S. faculty and 5.7% of the Canadian faculty were new appointments. Over the four years of the survey, we have seen small but steady increases in the proportion of tenured faculty (cf. Stapp, 1981). These data are cause for continued concern regarding the decline in openings for new faculty as growth in departments ceases and a larger proportion of faculty move into more senior ranks. Through the Departmental Survey we can continue to monitor this trend, as well as the progress of women and minorities.

One of the primary functions of the Departmental Survey is to provide department chairs with salary information. Detailed breakdowns (i.e., twenty tables) of salary information collected in the 1981-82 survey were sent to

Table 3
Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: Employment Status, Academic Rank and Years in Rank, Tenure Status, and New Appointments

	U.S. Graduate Departments of Psychology					
	Doctoral departments		Master's departments		All U.S.	Canadian
	Public N=145	Private N= 64	Public N=105	Private N= 37	departments N=351	departments N=19
Total faculty	3,699	1,374	1,807	348	7,228	646
Employment status						
Full-time	3,159 (85.4%)	942 (68.6%)	1,534 (84.9%)	227 (65.2%)	5,862 (81.1%)	526 (81.4%)
Joint appointment	266 (7.2%)	119 (8.7%)	85 (4.7%)	35 (10.1%)	505 (7.0%)	44 (6.8%)
Part-time	209 (5.7%)	294 (21.4%)	152 (8.4%)	78 (22.4%)	733 (10.1%)	74 (11.5%)
Not specified	65 (1.8%)	19 (1.4%)	36 (2.0%)	8 (2.3%)	128 (1.8%)	2 (0.3%)
Academic rank and years in rank						
Full professor						
At least 12 years in rank	646 (17.5%)	237 (17.2%)	232 (12.8%)	31 (8.9%)	1,146 (15.9%)	52 (8.0%)
6 to 11 years in rank	543 (14.7%)	168 (12.2%)	239 (13.2%)	40 (11.5%)	990 (13.7%)	72 (11.1%)
3 to 5 years in rank	257 (6.9%)	77 (5.6%)	114 (6.3%)	12 (3.4%)	460 (6.4%)	28 (4.3%)
Less than 3 years in rank	228 (6.2%)	88 (6.4%)	91 (5.0%)	12 (3.4%)	419 (5.8%)	42 (6.5%)
Total	1,674 (45.3%)	570 (41.5%)	676 (37.4%)	95 (27.3%)	3,015 (41.7%)	194 (30.0%)
Associate professor						
At least 6 years in rank	458 (12.4%)	151 (11.0%)	240 (13.3%)	36 (10.3%)	885 (12.2%)	146 (22.6%)
3 to 5 years in rank	297 (8.0%)	83 (6.0%)	163 (9.0%)	35 (10.1%)	578 (8.0%)	67 (10.4%)
Less than 3 years in rank	313 (8.5%)	89 (6.5%)	145 (8.0%)	31 (8.9%)	578 (8.0%)	54 (8.4%)
Total	1,068 (28.9%)	323 (23.5%)	548 (30.3%)	102 (29.3%)	2,041 (28.2%)	267 (41.3%)
Assistant professor						
At least 3 years in rank	372 (10.1%)	130 (9.5%)	208 (11.5%)	58 (16.7%)	768 (10.6%)	74 (11.5%)
Less than 3 years in rank	395 (10.5%)	173 (12.6%)	175 (9.7%)	38 (10.9%)	781 (10.8%)	72 (11.1%)
Total	767 (20.7%)	303 (22.1%)	383 (21.2%)	96 (27.6%)	1,549 (21.4%)	146 (22.6%)
Lecturer or instructor						
At least 3 years in rank	43 (1.2%)	35 (2.5%)	44 (2.4%)	15 (4.3%)	137 (1.9%)	11 (1.7%)
Less than 3 years in rank	87 (2.4%)	108 (7.9%)	72 (4.0%)	36 (10.3%)	303 (4.2%)	18 (2.8%)
Total	130 (3.5%)	143 (10.4%)	116 (6.4%)	51 (14.7%)	440 (6.1%)	29 (4.5%)
Not specified	60 (1.6%)	35 (2.5%)	84 (4.6%)	4 (1.1%)	183 (2.5%)	10 (1.5%)
Tenure status						
Tenured	2,633 (71.2%)	720 (52.4%)	1,281 (70.9%)	190 (54.6%)	4,824 (66.7%)	447 (69.2%)
Not tenured,but on tenure track	656 (17.7%)	237 (17.2%)	272 (15.1%)	53 (15.2%)	1,218 (16.9%)	78 (12.1%)
Not tenured;not on tenure track	314 (8.5%)	295 (21.5%)	206 (11.4%)	101 (29.0%)	916 (12.7%)	88 (13.6%)
Not specified	96 (2.6%)	122 (8.9%)	48 (2.7%)	4 (1.1%)	270 (3.7%)	33 (5.1%)
New appointment for 1981-82	135 (3.6%)	126 (9.2%)	98 (5.4%)	28 (8.0%)	387 (5.4%)	37 (5.7%)

Note: These data are based on information provided by departments that responded to the survey and, therefore, underestimate the population of faculty.

chairs in January, 1982 in time to be of use in budget planning (Stapp, Note 2). These results are summarized here in Table 4, which reports full-time faculty salaries (medians and quartiles) broken down by rank and years in rank for U.S. and Canadian departments. Note that for U.S. departments, these are 9-10-month salaries, while salaries for Canadian departments are on a 12-month basis. Also note that Canadian salaries are reported in Canadian dollars, and any comparison between U.S. and Canadian departments must take into account the rate of exchange as well as the 9-10-month vs. 12-month salary basis.

Salaries in U.S. doctoral departments tend to be higher than those in master's departments, and this difference is most apparent at the higher ranks. Within doctoral departments, salaries in private institutions are slightly higher than those in public institutions. However, within master's departments, salaries in public institutions are generally higher than those in private institutions. Compared with 1980-81 salaries, the data presented here show a salary increase of 6%-12%, depending on the particular category of department and academic rank. However, Canadian departments generally showed the greatest salary increases, followed by U.S. master's departments; increases in U.S. doctoral departments were at the low end of the range.

Table 5 gives information on salaries of starting faculty, department chairs, and administrative positions. Again, the Canadian salaries are reported on a 12-month basis and in Canadian dollars. For 1981-82, 9-10-month starting salaries for new faculty were about $18,000 in U.S. doctoral departments and about $17,000 in U.S. master's departments. Compared to the 1981-82 starting salaries, the expected 1982-83 starting salaries are $400 to $800 higher for U.S. departments and $2,000 higher for Canadian departments. Interestingly, the actual 1981-82 starting salaries in U.S. departments reported this year are $600-$900 higher than the expected 1981-82 salaries reported in last year's survey. For the second year in a row, chairs of U.S. departments have underestimated the following year's starting salary. In Canadian departments, last year's expectation matched this year's actual starting salary.

Median salaries for department chairs and other administrative positions within the department increased at rates similar to those for other faculty positions. Department chairs in U.S. doctoral departments are paid about $38,000, as compared to $28,000-$30,000 for chairs in U.S. master's departments. In about half of the departments (somewhat less in U.S. private, master's departments), the chair's salary is higher than that paid to a faculty member at the same rank and with the same number of years experience; the median percent increase in the chair's salary for these departments is between 5.6% and 9.9%.

A similar pattern of salary differences is seen for those with administrative positions (e.g., Director of Clinical Training, Director of Experimental Training) with salaries in U.S. doctoral departments being higher than those in U.S. master's departments. In contrast to chairs' salaries, the salaries for administrative positions in the vast majority of departments are not higher than those typically paid to a faculty member of the same rank and with the same number of years experience.

Table 4
Salaries for Full-time Faculty in U.S. and Canadian Departments of Psychology

Academic rank and years in rank	9-10-month salaries for U.S. Graduate Departments of Psychology				12-month salaries for Canadian departments
	Doctoral departments		Master's departments		
	Public N=143	Private N = 60	Public N=101	Private N = 34	N = 19
Full professor:					
At least 12 years in rank					
Median:	$38,500	$40,400	$36,000	$32,000	$56,750
Q_1-Q_3:	$34,100-43,900	$35,000-45,000	$31,000-36,500	$29,600-35,500	$52,675-60,900
N:*	563	187	205	25	48
6 to 11 years in rank					
Median:	$34,900	$35,100	$33,000	$27,700	$50,100
Q_1-Q_3:	$31,550-39,200	$30,025-41,000	$29,150-36,500	$25,925-30,475	$45,800-52,200
N:	493	116	225	32	65
3 to 5 years in rank					
Median:	$31,700	$34,400	$29,000	$26,000	$45,250
Q_1-Q_3:	$29,275-34,325	$29,100-37,750	$26,850-33,300	$23,850-31,350	$42,000-48,000
N:	226	45	110	9	24
Less than 3 years in rank					
Median:	$30,100	$30,600	$29,000	$27,000	$41,450
Q_1-Q_3:	$27,600-32,650	$28,250-34,000	$25,750-31,050	$21,450-29,050	$38,050-43,975
N:	205	57	85	9	36
Associate professor:					
At least 6 years in rank					
Median:	$26,800	$27,200	$26,350	$26,000	$38,700
Q_1-Q_3:	$24,700-28,600	$24,500-29,350	$24,075-28,900	$19,825-28,600	$35,500-41,300
N:	387	121	218	24	116
3 to 5 years in rank					
Median:	$25,000	$26,000	$24,700	$22,400	$34,200
Q_1Q_3:	$23,350-27,050	$22,900-28,475	$22,750-26,800	$20,500-25,250	$31,600-37,925
N:	269	68	153	26	54
Less than 3 years in rank					
Median:	$23,500	$25,000	$22,550	$22,900	$31,250
Q_1-Q_3:	$21,775-25,600	$22,600-26,500	$21,100-24,375	$20,700-25,000	$28,825-34,700
N:	274	71	132	24	40
Assistant professor:					
At least 3 years in rank					
Median:	$20,500	$21,000	$20,600	$20,150	$30,000
Q_1-Q_3:	$19,100-22,100	$19,650-22,600	$18,800-22,900	$18,325-22,000	$27,800-32,300
N:	328	93	178	42	59
Less than 3 years in rank					
Median:	$18,900	$19,200	$18,300	$17,500	$23,300
Q_1-Q_3:	$17,800-20,100	$18,000-20,950	$17,000-20,000	$16,500-19,000	$21,700-27,500
N:	315	133	135	27	43
Lecturer or instructor:					
At least 3 years in rank					
Median:	$18,100	$21,600	$18,800	--	$23,200
Q_1-Q_3:	$13,825-25,575	--	$14,950-21,050	--	$21,850-26,850
N:	16	3	16	0	5
Less than 3 years in rank					
Median:	$17,000	$15,550	$18,000	--	$24,250
Q_1-Q_3:	$15,000-18,450	$14,700-22,000	$15,300-19,200	--	--
N:	38	14	19	1	4

Note: Dollar amounts for Canadian departments are reported in Canadian dollars. For more detailed breakdowns of U.S. faculty salaries, see Stapp (Note 2).

*N equals number of full-time faculty in each category.

Table 5
Salaries for Starting Faculty Department Chairs, and Administrative Positions in U.S. and Canadian Departments of Psychology

Questions regarding faculty salaries	U.S. Graduate Department of Psychology				Canadian departments
	Doctoral departments		Master's departments		
	Public	Private	Public	Private	
	N=155	N=72	N=155	N=40	N=20
"In 1981-82, what was the average (9-10 month*) starting salary for a new faculty member who was a recent Ph.D.?"					
Median Salary:	$18,000	$18,400	$17,150	$16,750	$22,000
Q_1-Q_3:	$17,000-18,500	$17,500-19,500	$16,425-18,975	$15,000-18,125	$21,400-24,100
N:	132	59	96	30	17
"What salary (9-10 month*) do you expect you would offer a new Ph.D. in 1982-83?"					
Median Salary:	$18,500	$19,000	$18,000	$17,000	$24,000
Q_1-Q_3:	$18,000-19,500	$18,000-20,800	$16,800-19,000	$15,800-19,000	$22,275-25,775
N:	138	59	91	29	16
"What is the total 9-10 month* salary of the department chair?"					
Median Salary:	$38,000	$37,700	$30,000	$28,000	$50,300
Q_1-Q_3:	$32,825-44,300	$30,800-45,100	26,700-34,300	$21,900-32,000	$41,240-58,350
N:	146	61	107	35	16
"Is this salary higher than that typically paid to a faculty member at the same rank and with the same number of years experience?"					
Yes N (%):	79 (51.0%)	35 (48.6%)	60 (52.6%)	14 (35.0%)	14 (70.0%)
No N (%):	71 (45.8%)	30 (41.7%)	48 (42.1%)	24 (60.0%)	4 (20.0%)
No answer N (%):	5 (3.2%)	7 (9.7%)	6 (5.3%)	2 (5.0%)	2 (10.0%)
"If yes, how much higher?"					
Median Percent:	7.6%	9.9%	5.6%	9.5%	6.8%
Q_1-Q_3:	4.6-9.7%	7.1-11.75%	2.2-9.5%	6.2-11.0%	4.2-7.2%
N:	78	29	55	14	14
"What is the average 9-10 month* salary of administrative positions within the department such as a director of a special program (e.g., Director of Clinical Training; Director of Experimental Training)?"					
Median Salary:	$31,700	$30,000	$26,550	$25,500	$43,000
Q_1-Q_3:	$28,600-36,000	$26,575-36,350	$23,675-31,000	$19,475-28,000	$37,700-44,000
N:	110	46	60	14	11
"Is this salary higher than that typically paid to a faculty member of the same rank and with the same number of years experience?"					
Yes N (%):	20 (12.9%)	12 (16.7%)	9 (7.9%)	2 (5.0%)	2 (10.0%)
No N (%):	101 (65.2%)	40 (55.6%)	60 (52.6%)	16 (40.0%)	13 (65.0%)
No answer or not applicable:	34 (21.9%)	20 (27.8%)	45 (39.5%)	22 (55.0%)	5 (25.0%)
"If yes, how much higher?"					
Median Percent:	5.4%	5.5%	5.2%	23.5%	2.0%
Q_1-Q_3:	3.6-9.2%	3.5-9.0%	2.5-13.5%	--	--
N:	17	10	9	2	1

Note: Dollar amounts for Canadian departments are reported in Canadian dollars.
*Salaries for Canadian departments are reported on a 12-month basis.

Faculty Replacement Hiring Policy

The 1981-82 Departmental Survey asked, for the first time, whether there was a policy regarding the hiring of replacement faculty. Some universities/institutions have a policy that a replacement hire for a full professor, associate professor, or assistant professor who leaves the department should be made at the assistant professor level. For departments responding to the survey this was true for 40.0% of the U.S. public, doctoral departments, 13.9% of the U.S. private, doctoral departments, 51.8% of the U.S. public, master's departments, 47.5% of the U.S. private, master's departments, and 65.0% of the Canadian departments. Where such a policy did not exist, a department was likely to report that the level of replacement hires is negotiated on a case-by-case basis. Only a very small percentage (less that 3% for U.S. departments and 5% for Canadian departments) usually made a replacement hire at the same level (full, associate, or assistant).

Faculty Teaching Loads

Although almost all departments have a formal policy regarding a required teaching load for faculty members, there is little available information on the "average" teaching load. In this survey's first attempt to gather data on this topic, three basic questions were asked: (1) what is the typical teaching load; that is, how many courses per 9-month academic year is a faculty member expected to teach; (2) under what conditions are teaching loads for an individual faculty member reduced; and (3) what is the distribution of faculty in terms of actual teaching loads. The results are presented in Tables 6 and 7.

In terms of the number of courses a faculty member is expected to teach, Table 6 shows distinct differences between doctoral and master's departments in the U.S. The modal number of courses for doctoral departments is 4, whereas the modal numbers are 8 and 6 for public and private master's departments, respectively. To look at it another way, more than half of the U.S. doctoral departments and Canadian departments expect their faculty to teach four courses per academic year or fewer; less than 10% of the U.S. master's departments expect their faculty to teach four courses or fewer. This "typical" or "expected" teaching load requirement does not vary according to academic rank. The small percentage (less than 5%) of departments that indicated some variance in the requirement according to academic rank gave one of two answers: (a) graduate courses are weighted more heavily in meeting the requirement and these courses tend to be taught by senior people; or (b) new or non-tenured faculty are given a reduction in their teaching load.

Although almost all departments indicated a requirement, the vast majority also indicated there were ways in which this requirement could be reduced for an individual faculty member. The most frequently mentioned condition (at least 75% of the departments in each category) was administrative duties within the department. Again there were differences among categories of departments; however, for U.S. departments the differences were most striking between public and private institutions rather than between doctoral and

Table 6
Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology

Questions regarding teaching loads	U.S. Graduate Departments of Psychology				Canadian departments N = 20
	Doctoral departments		Master's departments		
	Public N=155	Private N = 72	Public N=114	Private N = 40	
"What is the typical teaching load required for your full-time regular faculty? Specifically, how many courses per 9-month academic year is a faculty member expected to teach?"					
1 course	1 (0.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
2 courses	4 (2.6%)	4 (5.6%)	0 (0.0%)	0 (0.0%)	3 (15.0%)
3 courses	5 (3.2%)	7 (9.7%)	2 (1.8%)	1 (2.5%)	5 (25.0%)
4 courses	69 (44.5%)	32 (44.4%)	10 (8.8%)	1 (2.5%)	3 (15.0%)
5 courses	22 (14.2%)	4 (5.6%)	5 (4.4%)	5 (12.5%)	2 (10.0%)
6 courses	36 (23.2%)	17 (23.6%)	28 (24.6%)	16 (40.0%)	7 (35.0%)
7 courses	1 (0.6%)	1 (1.4%)	7 (6.1%)	6 (15.0%)	0 (0.0%)
8 courses	7 (4.5%)	2 (2.8%)	43 (37.7%)	9 (22.5%)	0 (0.0%)
9 courses	6 (3.9%)	2 (2.8%)	12 (10.5%)	1 (2.5%)	0 (0.0%)
10 courses	0 (0.0%)	0 (0.0%)	4 (3.5%)	1 (2.5%)	0 (0.0%)
12 courses	0 (0.0%)	0 (0.0%)	2 (1.8%)	0 (0.0%)	0 (0.0%)
Not specifed	4 (2.6%)	3 (4.2%)	1 (0.9%)	0 (0.0%)	0 (0.0%)
"Does this requirement vary according to academic rank?"					
Yes	5 (3.2%)	3 (4.2%)	6 (5.3%)	2 (5.0%)	0 (0.0%)
No	146 (94.2%)	67 (93.1%)	106 (93.0%)	38 (95.0%)	20 (100.0%)
Not specified	4 (2.6%)	2 (2.8%)	2 (1.8%)	0 (0.0%)	0 (0.0%)
"Under what conditions are teaching loads for an individual faculty member reduced? (Check all that apply)"					
Administrative duties in the department	137 (88.4%)	62 (86.1%)	104 (91.2%)	30 (75.0%)	19 (95.0%)
Thesis/dissertation supervision	35 (22.6%)	7 (9.7%)	36 (31.6%)	1 (2.5%)	7 (35.0%)
Supervision of undergraduate projects	13 (8.4%)	3 (4.2%)	14 (12.3%)	1 (2.5%)	4 (20.0%)
Clinical supervision	57 (36.8%)	21 (29.2%)	43 (37.7%)	6 (15.0%)	8 (40.0%)
Research projects	58 (37.4%)	24 (33.3%)	48 (42.1%)	12 (30.0%)	3 (15.0%)
Outside grants/projects	109 (70.3%)	36 (50.0%)	82 (71.9%)	19 (47.5%)	6 (30.0%)
Other condition*	21 (13.5%)	12 (16.7%)	20 (17.5%)	5 (12.5%)	4 (20.0%)

*Includes such things as university administrative duties, teaching graduate courses, and teaching large undergraduate sections.

Table 7
Faculty Teaching Loads in U.S. and Canadian Graduate Departments of Psychology:
Distribution of Faculty by Type of Academic Year

"What is the distribution of your full-time regular faculty in terms of actual teaching loads?"	U.S. Graduate Departments of Psychology				Canadian departments
	Doctoral departments		Master's departments		
	Public	Private	Public	Private	
Semester system	N depts=104	N depts=53	N depts=83	N depts=31	N depts=12
N faculty teaching:					
0 courses	13 (0.6%)	2 (0.2%)	6 (0.5%)	0 (0.0%)	3 (0.9%)
1 course	47 (2.0%)	12 (1.4%)	8 (0.6%)	1 (0.4%)	23 (6.7%)
2 courses	185 (8.0%)	99 (11.4%)	50 (3.9%)	13 (5.3%)	123 (36.1%)
3 courses	179 (7.7%)	133 (15.2%)	37 (2.9%)	9 (3.7%)	36 (10.6%)
4 courses	1,375 (59.1%)	422 (48.1%)	210 (16.5%)	27 (11.1%)	68 (19.9%)
5 courses	215 (9.2%)	80 (9.1%)	73 (5.7%)	38 (15.6%)	50 (14.6%)
6 courses	306 (13.1%)	97 (11.1%)	477 (37.5%)	98 (40.2%)	37 (10.9%)
7 or more courses	7 (0.3%)	32 (3.6%)	412 (32.4%)	58 (23.8%)	1 (0.3%)
Total	2,327 (100.0%)	877 (100.0%)	1,273 (100.0%)	244 (100.0%)	341 (100.0%)
Quarter system	N depts= 41	N depts=12	N depts=22	N depts= 4	N depts= 2
N faculty teaching:					
0 courses	2 (0.2%)	26 (12.4%)	5 (0.7%)	0 (0.0%)	1 (1.2%)
1 course	19 (2.1%)	30 (14.3%)	1 (0.3%)	0 (0.0%)	1 (1.2%)
2 courses	32 (3.6%)	40 (19.0%)	0 (0.0%)	0 (0.0%)	1 (1.2%)
3 courses	125 (14.0%)	58 (27.6%)	36 (12.0%)	1 (7.7%)	3 (3.7%)
4 courses	309 (34.5%)	30 (14.3%)	10 (3.3%)	1 (7.7%)	74 (91.4%)
5 courses	134 (15.0%)	7 (3.3%)	35 (11.6%)	1 (7.7%)	0 (0.0%)
6 courses	219 (24.5%)	10 (4.8%)	99 (32.9%)	4 (30.8%)	1 (1.2%)
7 or more courses	55 (6.1%)	9 (4.3%)	115 (38.2%)	6 (46.2%)	0 (0.0%)
Total	895 (100.0%)	210 (100.0%)	301 (100.0%)	13 (100.0%)	81 (100.0%)
Other type of academic year	N depts= 2	N depts= 3	N depts= 3	N depts= 4	N depts= 3
N faculty teaching:					
0 courses	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.1%)
1 course	0 (0.0%)	1 (2.6%)	0 (0.0%)	0 (0.0%)	3 (3.3%)
2 courses	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (8.8%)
3 courses	0 (0.0%)	10 (25.6%)	0 (0.0%)	1 (4.8%)	43 (47.3%)
4 courses	3 (20.0%)	6 (15.4%)	0 (0.0%)	1 (4.8%)	5 (5.5%)
5 courses	5 (33.3%)	0 (0.0%)	2 (4.5%)	6 (28.6%)	31 (34.1%)
6 courses	7 (46.7%)	22 (56.4%)	4 (9.1%)	1 (4.8%)	0 (0.0%)
7 or more courses	0 (0.0%)	0 (0.0%)	38 (86.4%)	12 (57.1%)	0 (0.0%)
Total	15 (100.0%)	39 (100.0%)	44 (100.0%)	21 (100.0%)	91 (100.0%)

Note: These data are based on information provided by departments that responded to the survey and, therefore, underestimate the population of faculty.

master's departments. Compared to departments in private institutions, those in public institutions were more likely to indicate that teaching loads could be reduced for thesis/dissertation supervision, supervision of undergraduate projects, clinical supervision, involvement in research projects, and involvement in outside grants/projects.

Table 7 shows the distribution of faculty in terms of actual teaching loads. Because the number of courses one teaches will be affected by whether the university/institution is on a semester system, quarter system, or another system (e.g., 4-1-4), the data in Table 7 are presented by type of academic year. Again, the differences seen in Table 6 between doctoral and master's department in expected teaching loads are seen in actual teaching loads. Collapsing across type of academic year, one-third of the faculty in U.S. master's departments, as compared to 2% of the faculty in U.S. doctoral departments, teach 7 or more courses during an academic year. Teaching this many classes generally means that the faculty member is teaching more than one section of the same course, and the number of preparations may be fewer. Nonetheless, each of these "courses" represents 3-4 classroom hours per week, and faculty in U.S. master's departments therefore spend a substantial amount of their work week before students in a classroom. Interestingly, actual teaching loads in Canadian departments on the semester system are much lower than in the U.S. departments. The majority (54.3%) of these Canadian faculty teach 3 or fewer courses per academic year and almost none teach 7 or more courses.

Minimum Enrollment Requirements for Graduate Courses

Many universities/institutions/departments require a course to enroll a minimum number of students. In this year's survey, information was collected on whether departments had such a requirement for their graduate courses and what alternatives existed if the graduate course does not meet the minimum requirement. The results are reported in Table 8.

Seventy percent of the Canadian departments reported no minimum enrollment requirement for graduate courses. In the U.S., departments in private institutions were somewhat less likely to report a minimum requirement than were those in public institutions. For those departments reporting a minimum, the most frequently reported required number of students was 5, and most indicated that under some circumstances the course may still be taught if this minimum was not met. The next most frequent alternatives were having students enroll in an "independent study" course or directing students to other courses.

Graduate Student Course Loads

A fourth new area that the 1981-82 Department Survey addressed was graduate student course loads: what is considered a "full" load and is this modified if a student is working in the department (e.g., teaching assistant, research assistant) for 10, 15, or 20 hours per week. The results are shown in Table 9.

Table 8
Minimum Enrollment Requirements for Graduate Courses in U.S. and Canadian Departments of Psychology

Questions regarding minimum enrollment requirements for graduate courses	U.S. Graduate Departments of Psychology				Canadian departments N = 20
	Doctoral departments		Master's departments		
	Public N = 155	Private N = 72	Public N = 114	Private N = 40	
"Some departments operate under a requirement that a course must enroll a minimum number of students. For graduate courses in your department, is there such a requirement?"					
Yes; minimum enrollment is 2 students	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (5.0%)	0 (0.0%)
Yes; minimum enrollment is 3 students	8 (5.2%)	4 (5.6%)	3 (2.6%)	2 (5.0%)	3 (15.0%)
Yes; minimum enrollment is 4 students	4 (2.6%)	0 (0.0%)	4 (3.5%)	0 (0.0%)	3 (15.0%)
Yes; minimum enrollment is 5 students	67 (43.2%)	15 (20.8%)	29 (25.4%)	4 (10.0%)	0 (0.0%)
Yes; minimum enrollment is 6 students	8 (5.2%)	5 (6.9%)	10 (8.8%)	1 (2.5%)	0 (0.0%)
Yes; minimum enrollment is 7 students	4 (2.6%)	1 (1.4%)	3 (2.6%)	2 (5.0%)	0 (0.0%)
Yes; minimum enrollment is 8 students	5 (3.2%)	3 (4.2%)	4 (3.5%)	3 (7.5%)	0 (0.0%)
Yes; minimum enrollment is 9 students	2 (1.3%)	0 (0.0%)	3 (2.6%)	1 (2.5%)	0 (0.0%)
Yes; minimum enrollment is 10 students	4 (2.6%)	5 (6.9%)	9 (7.9%)	5 (12.5%)	0 (0.0%)
Yes; minimum enrollment is 11 students	0 (0.0%)	0 (0.0%)	1 (0.9%)	0 (0.0%)	0 (0.0%)
Yes; minimum enrollment is 12 students	1 (0.6%)	1 (1.4%)	2 (1.8%)	1 (2.5%)	0 (0.0%)
Yes; minimum enrollment is 14 students	0 (0.0%)	0 (0.0%)	1 (0.9%)	0 (0.0%)	0 (0.0%)
No; there is no minimum requirement	49 (31.9%)	38 (52.8%)	44 (38.6%)	18 (45.0%)	14 (70.0%)
Not specified	3 (1.9%)	0 (0.0%)	1 (0.9%)	1 (2.5%)	0 (0.0%)
"If yes, what alternatives exist if the graduate course does not meet the minimum enrollment?" (Check all that apply)					
Under some circumstances, the course may still be taught	91 (58.7%)	31 (43.1%)	56 (49.1%)	18 (45.0%)	5 (25.0%)
The course must be dropped	20 (12.9%)	7 (9.7%)	11 (9.6%)	4 (10.0%)	1 (5.0%)
Students may enroll in an "independent study" course	76 (49.0%)	23 (31.9%)	43 (37.7%)	17 (42.5%)	6 (30.0%)
Students are directed to other courses	55 (35.5%)	19 (26.4%)	34 (29.8%)	15 (37.5%)	2 (10.0%)
A tutorial method is substituted	12 (7.7%)	8 (11.1%)	11 (9.6%)	6 (15.0%)	2 (10.0%)
Other alternative*	6 (3.9%)	2 (2.8%)	1 (0.9%)	1 (2.5%)	1 (5.0%)

*Includes such things as offering the course in alternate years, teaching course at lower level, and reducing teaching credit.

Table 9
Course Loads for Full-time Doctoral and Master's Students in U.S. and Canadian Graduate Departments of Psychology

Questions regarding graduate student course loads	U.S. doctoral programs N=227	U.S. master's programs N=259	Canadian doctoral programs N=16	Canadian master's programs N=18
"How many credit hours or units (per semester or quarter) is considered a full course load for your doctoral or master's students?"				
6 or fewer hours/units	5 (2.2%)	7 (2.7%)	3 (18.8%)	3 (16.7%)
7 to 9 hours/units	74 (32.6%)	102 (39.4%)	1 (6.2%)	2 (11.1%)
10 to 12 hours/units	107 (47.1%)	111 (42.9%)	3 (18.8%)	5 (27.8%)
13 to 15 hours/units	22 (9.7%)	26 (10.0%)	0 (0.0%)	0 (0.0%)
16 or more hours/units	10 (4.4%)	4 (1.5%)	0 (0.0%)	0 (0.0%)
Not specified	9 (4.0%)	9 (3.5%)	9 (56.2%)	8 (44.4%)
"If students work 10 hrs/wk, their course load is:"				
6 or fewer hours/units	8 (3.5%)	11 (4.2%)	3 (18.8%)	3 (16.7%)
7 to 9 hours/units	53 (23.4%)	51 (19.7%)	3 (18.8%)	4 (22.2%)
10 to 12 hours/units	62 (27.3%)	61 (23.6%)	2 (12.5%)	4 (22.2%)
13 to 15 hours/units	12 (5.3%)	13 (5.0%)	0 (0.0%)	0 (0.0%)
16 or more hours/units	3 (1.3%)	2 (0.8%)	0 (0.0%)	0 (0.0%)
Not specified or not applicable	89 (39.2%)	121 (46.7%)	8 (50.0%)	7 (38.9%)
"If students work 15 hrs/wk, their course load is:"				
6 or fewer hours/units	7 (3.1%)	9 (3.5%)	3 (18.8%)	2 (11.1%)
7 to 9 hours/units	59 (26.0%)	55 (21.2%)	1 (6.2%)	1 (5.6%)
10 to 12 hours/units	43 (18.9%)	51 (19.7%)	0 (0.0%)	0 (0.0%)
13 to 15 hours/units	8 (3.5%)	7 (2.7%)	0 (0.0%)	0 (0.0%)
16 or more hours/units	2 (0.9%)	1 (0.4%)	0 (0.0%)	0 (0.0%)
Not specified or not applicable	108 (47.6%)	136 (52.6%)	12 (75.0%)	15 (83.3%)
"If students work 20 hrs/wk, their course load is:"				
6 or fewer hours/units	32 (14.1%)	26 (10.0%)	2 (12.5%)	2 (11.1%)
7 to 9 hours/units	74 (32.6%)	79 (30.5%)	1 (6.2%)	1 (5.6%)
10 to 12 hours/units	50 (22.0%)	43 (16.6%)	0 (0.0%)	0 (0.0%)
13 to 15 hours/units	4 (1.8%)	5 (1.9%)	0 (0.0%)	0 (0.0%)
16 or more hours/units	2 (0.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Not specified or not applicable	65 (28.6%)	106 (40.9%)	13 (81.2%)	15 (83.3%)

There is some difficulty in defining the metric used to measure a "full" load for doctoral and master's students. Although there is some agreement about the definition of a "semester hour", an "hour" in the quarter system may not mean the same thing. Likewise, the term "unit" may be defined several ways when referring to course work. This difficulty was again evident when reviewing the responses to these questions. It was clear from several of the responses that different metrics were being used. Thus, the data in Table 9 should be interpreted with caution.

For students enrolled in a doctoral or master's program, a "full" course load is typically in the range of 10 to 12 hours/units per semester or quarter. The purpose of this question was to determine whether there were adjustments made in the course load when the student worked 10, 15, or 20 hours per week in the department. The data in Table 9 show that there is some reduction being made in the course load as the number of work hours increases. Further, some departments don't have students working these hours and the percentage marking "not applicable" is relatively high; for example, in some Canadian departments students may only work 12 hours maximum. As difficult as it is to define a "full" load using a standard metric, it is clear that allowances in this requirement are made to accommodate students who work in the department.

Graduate Student Support

As in previous years, the final set of tables address graduate student support, including the percentage of students being supported and amounts typically paid.

Table 10 gives the percentages of full-time doctoral and master's students who receive financial support. In U.S. public doctoral programs, 68.0% of the full-time students receive support; in private doctoral programs the figure is 41.5%. This contrasts with Canadian departments in which 87.6% of the full-time doctoral student have support. Canadian departments also support a large percentage of full-time master's students (77.6%). However, in the U.S., only slightly more than one-fourth of the full-time master's students receive financial support.

The amounts of graduate student support typically paid are shown in Tables 11 and 12. These tables report the medians and quartiles for doctoral students at three levels of study (first year student vs. intermediate vs. dissertation year) and for master's students at two levels of study (first year student vs. beyond first year). Additionally, these tables report 9-month vs. 12-month amounts for teaching assistantships, research assistantships, fellowships, and traineeships. In each category of support, the percentage of departments that also provide tuition assistance is reported.

These data for U.S. departments are presented in Table 11. The median support for doctoral students is higher than that typically paid to master's students. In general, the amounts typically paid for teaching assistantships, research assistantships, fellowships, and traineeships are similar. Further,

Table 10
Number and Percentage of Full-time Students Supported in Doctoral and Master's Programs in U.S. and Canadian Graduate Departments of Psychology

Type of program	U.S. Graduate Departments of Psychology			Canadian departments
	Public	Private	All	
Doctoral degree programs	N depts= 151	N depts=72	N depts=223	N depts=16
Students with support	6,726 (68.0%)	2,253 (41.5%)	8,979 (58.6%)	633 (87.6%)
Students without support	2,816 (28.5%)	2,540 (46.8%)	5,356 (35.0%)	90 (12.4%)
Support not specified	343 (3.5%)	634 (11.7%)	977 (6.4%)	0 (0.0%)
Total N of full-time doctoral students	9,885 (100.0%)	5,427 (100.0%)	15,312 (100.0%)	723 (100.0%)
Master's degree programs	N depts= 188	N depts=65	N depts=238	N depts=18
Students with support	2,073 (27.2%)	584 (24.9%)	2,657 (26.7%)	420 (77.6%)
Students without support	4,945 (65.0%)	1,559 (66.5%)	6,504 (65.3%)	121 (22.4%)
Support not specified	595 (7.8%)	200 (8.5%)	795 (8.0%)	0 (0.0%)
Total N of full-time master's students	7,613 (100.0%)	2,343 (100.0%)	9,956 (100.0%)	541 (100.0%)

Note: These data are based on the information provided by departments responding to the survey and, therefore, underestimate the population of full-time students.

Table 11
Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology

Category of support in U.S. departments		Support for doctoral students: First year student	Intermediate	Dissertation year	Support for master's students: First year student	Beyond first year
Teaching assistantship						
9-month	Median:	$4,000	$4,200	$4,400	$3,200	$3,333
	Q_1-Q_3:	$3,400-4,600	$3,600-5,000	$3,800-5,206	$2,300-4,200	$2,400-4,200
	N:*	152	155	126	134	119
	% Tuition assistance:	77.0%	70.3%	75.4%	68.7%	73.1%
12-month	Median:	$5,400	$5,400	$5,950	$3,000	$3,000
	Q_1-Q_3:	$4,000-6,100	$3,900-6,300	$4,600-6,900	$2,500-4,100	$2,500-5,000
	N:	27	27	24	10	11
	% Tuition assistance:	85.2%	81.5%	87.5%	90.0%	81.8%
Research assistantship						
9-month	Median:	$4,100	$4,200	$4,400	$3,050	$3,100
	Q_1-Q_3:	$3,600-4,775	$3,800-4,800	$3,800-5,100	$2,400-4,000	$2,400-4,150
	N:	120	115	99	104	93
	% Tuition assistance:	75.0%	71.3%	74.7%	66.3%	73.1%
12-month	Median:	$5,400	$5,500	$5,900	$3,700	$3,650
	Q_1-Q_3:	$4,500-6,100	$4,500-6,300	$4,900-6,750	$3,050-5,450	$3,025-5,500
	N:	51	47	41	17	16
	% Tuition assistance:	68.6%	70.2%	73.2%	76.5%	87.5%
Fellowship						
9-month	Median:	$4,200	$4,100	$4,200	$3,400	$4,000
	Q_1-Q_3:	$3,800-5,000	$3,600-5,000	$3,800-5,000	$3,375-4,200	$2,250-4,350
	N:	62	64	59	26	25
	% Tuition assistance:	75.8%	73.4%	79.7%	65.4%	68.0%
12-month	Median:	$5,042	$5,019	$5,050	$4,350	$4,500
	Q_1-Q_3:	$4,500-6,000	$4,500-5,600	$4,650-5,725	$2,925-5,265	--
	N:	35	35	30	4	3
	% Tuition assistance:	85.7%	85.7%	90.0%	50.0%	66.7%
Traineeship						
9-month	Median:	$3,800	$3,800	$3,800	$3,700	$3,800
	Q_1-Q_3:	$3,800-4,200	$3,800-4,200	$3,800-4,200	$3,050-3,800	$3,800-4,000
	N:	56	55	39	16	19
	% Tuition assistance:	89.3%	87.3%	92.3%	68.8%	57.9%
12-month	Median:	$5,000	$5,000	$5,000	$5,000	$5,000
	Q_1-Q_3:	$4,900-5,100	$4,900-5,100	$4,900-5,100	$3,828-5,100	$3,231-5,100
	N:	46	47	42	11	11
	% Tuition assistance:	82.6%	87.2%	85.7%	90.9%	90.9%

*N= Number of U.S. departments reporting this category of support.

Table 12
Medians and Quartiles for Graduate Student Support in Canadian Departments of Psychology

Category of support in Canadian departments		Support for doctoral students: First year student	Support for doctoral students: Intermediate	Support for doctoral students: Dissertation year	Support for master's students: First year student	Support for master's students: Beyond first year
Teaching assistantship						
9-month	Median:	$4,000	$4,100	$4,100	$3,800	$3,850
	Q_1-Q_3:	$3,600-5,050	$3,500-4,925	$3,500-4,925	$2,900-4,950	$3,075-4,775
	N:*	13	12	12	13	12
	% Tuition assistance:	15.4%	16.7%	16.7%	15.4%	16.7%
12-month	Median:	$6,500	$6,650	$6,800	$5,925	$5,700
	Q_1-Q_3:	$5,525-8,100	$5,525-8,100	$5,350-7,250	$5,300-6,375	$4,575-6,375
	N:	6	6	6	7	7
	% Tuition assistance:	16.7%	16.7%	16.7%	14.3%	14.3%
Research assistantship						
9-month	Median:	$3,800	$3,800	$3,800	$3,800	$3,800
	Q_1-Q_3:	$2,850-4,575	$2,800-4,200	$2,800-4,200	$2,500-4,450	$2,800-4,200
	N:	8	7	7	9	7
	% Tuition assistance:	25.0%	28.6%	28.6%	22.2%	28.6%
12-month	Median:	$4,850	$4,850	$4,800	$5,500	$5,500
	Q_1-Q_3:	$3,425-7,625	$3,425-7,625	$3,425-7,625	$4,325-7,625	$4,425-7,625
	N:	6	6	6	6	6
	% Tuition assistance:	16.7%	16.7%	16.7%	16.7%	16.7%
Fellowship						
9-month	Median:	$7,000	$7,150	$7,000	$5,000	--
	Q_1-Q_3:	--	--	--	$1,275-7,225	--
	N:	3	2	3	4	1
	% Tuition assistance:	0.0%	0.0%	33.3%	0.0%	--
12-month	Median:	$6,600	$6,900	$6,900	$6,150	$6,300
	Q_1-Q_3:	$4,500-7,600	$6,150-7,800	$6,150-7,800	$3,375-6,900	$3,375-6,950
	N:	9	8	8	8	8
	% Tuition assistance:	0.0%	0.0%	0.0%	0.0%	0.0%

*N= Number of Canadian departments reporting this category of support.
Note: Dollar amounts in this table are reported in Canadian dollars.

the majority of departments (in some cases, more than 80%) also typically provide tuition assistance.

Comparable data for Canadian departments are presented in Table 12. Once again, these amounts are reported in Canadian dollars. The number of departments reporting a particular category of support is in some cases either quite small or non-existent. Nonetheless, the data are presented here in order to give some indication of graduate student support in Canadian departments. Compared to U.S. departments, a much lower proportion of Canadian departments also provide tuition assistance.

Conclusion

The annual Survey of Graduate Departments of Psychology is intended to be a flexible instrument that can provide department chairs and others with useful and current information. The 1981-82 Departmental Survey continued to monitor faculty characteristics and salaries and graduate student support; in order that this information may be kept current, these data will continue to be collected in future surveys. In addition, this year's survey collected information on faculty teaching loads, faculty replacement hiring policy, minimum enrollment requirements for graduate courses, and graduate student course loads. The Departmental Survey has become a useful source of information for those involved with graduate education and training in psychology. The contributions of department chairs in this process cannot be underestimated. It is through their cooperation that all of us are better informed about trends and practices in graduate departments of psychology.

Reference Notes

1. Stapp, J. Summary Report 1980-81 Survey of Graduate Departments of Psychology. Washington, D.C.: American Psychological Association, July 1981.

2. Stapp, J. 1981-82 Faculty Salaries in Graduate Departments of Psychology. Washington, D.C.: American Psychological Association, January 1982.

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Summary Report of 1982-83 Survey of Graduate Departments of Psychology

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Human Resources Research

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Summary Report of 1982-83 Survey of Graduate Departments of Psychology

Beginning in the fall of 1978, the American Psychological Association (APA) and the Council of Graduate Departments of Psychology (COGDOP) have jointly sponsored an annual Survey of Graduate Departments of Psychology. This Departmental Survey grew out of an earlier cooperative effort between APA and COGDOP to collect data on faculty salaries. In addition to these salary surveys, APA occasionally surveyed graduate departments on an ad hoc basis when information was needed on other issues, such as graduate enrollments, trends in graduate education and training, and so forth. In order to minimize the burden placed on chairs by multiple surveys, these survey efforts were consolidated into an annual Survey of Graduate Departments of Psychology. A major purpose of the Departmental Survey remains the collection of data on faculty salaries; additionally, it is used, as the need arises, to address a variety of issues concerning graduate faculty and graduate education.

The 1982-83 Survey of Graduate Departments of Psychology focused on six major issues: (a) faculty characteristics and salaries, (b) admissions to doctoral and master's programs, (c) status of 1982 master's degree recipients, (d) graduate curriculum, and (e) graduate student support. The present report summarizes the results of this year's survey.

Method

The 1982-83 Survey of Graduate Departments of Psychology was mailed in October 1982 to 579 graduate departments in the United States and Canada listed in Graduate Study in Psychology, 1983-1984 (APA, 1982) plus 4 departments and 10 professional schools that were not listed. Responding departments were not asked to identify themselves because of the confidential nature of the salary information requested. The Departmental Survey is not intended to be used as a source of information on a particular department or group of departments. The anonymity of the survey is consistent with this intention, and the data collected are presented in aggregate form.

Of the 593 departments surveyed, 418 responded for an overall response rate of 70.5%. However, this response rate varied according to type of department. Before these results are presented, a brief description will be given of the dimensions upon which departments differ.

The first dimension is whether the department is in the United States or Canada. There were 560 U.S. departments and 33 Canadian departments included in the survey. The response rate for U.S. departments was higher than for Canadian departments (71.1% vs. 60.6%).

The second and third dimensions are whether the highest degree granted is a doctoral or master's degree, and (for U.S. departments) whether the department is in a public or private institution. U.S. master's departments in private institutions were the least likely to respond to this year's survey.

The response rates for these three dimensions are given in the first rows of Table 1. In general, data in this report for U.S. departments will be presented by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Data for Canadian departments will not be presented by degree level because 17 of the 20 departments responding are doctoral departments. In some cases, the data will be presented for departments in the U.S. and Canada that have doctoral programs and those that have master's programs. Please note these categories are not mutually exclusive because a department may have both a master's program and a doctoral program. This contrasts with the dimension of highest degree granted (doctoral vs. master's) where the categories are mutually exclusive.

The remaining dimension on which the departments differ is department name (e.g., psychology, educational psychology) and the response rates for these departments are also presented in Table 1. The data presented in this report will not be broken down along department name because the resulting N's were often too small for meaningful comparisons, and differences that do exist are weak when compared to differences between doctoral vs. master's departments and public vs. private institutions.

There are two final points that should be kept in mind about this report. The first concerns the use of the term "Graduate Departments of Psychology." This term is used in its broadest sense to include the departments, schools, interdisciplinary programs, or academic units that are listed in Graduate Study in Psychology as offering a graduate degree in one or more areas of psychology. Looking again at Table 1, we see that department name refers to what the department is called: (a) psychology, (b) educational psychology, (c) counseling psychology, (d) human development, (e) professional school, or (f) other not listed above. Note that these department names are not synonymous with program areas. For example, a program in counseling psychology or school psychology may be found in any one of several of these categories. Approximately two-thirds of the departments surveyed are "psychology departments" and generally these departments offer degrees in a number of different areas of psychology. The remaining third of those surveyed tend to be departments that are more specialized, offering degrees in a few closely related areas of psychology. Thus, "graduate departments of psychology" is used in a generic sense to include any academic unit that offers graduate degrees in psychology.

A second point to bear in mind when reviewing the results presented below is that no attempt has been made to extrapolate the results to include non-respondents. The numbers presented in the following tables are based on departments that responded to the survey and are not intended as estimates of the population figures. Most tables simply give the number and percent of responding departments that gave a particular answer to the question asked. Other tables give the number of faculty or the number of students aggregated across responding departments. In neither case should the numbers reported be taken as estimates of the population of departments, faculty, or students. Any attempt to extrapolate the results of the respondents to a population estimate is beyond the scope of this report, involving a complex pattern of weighting and assumptions about the similarity of respondents and non-respondents.

Table 1

Number and Percent of Departments Responding to 1982-83 Survey of Graduate Departments of Psychology

	U.S. departments					Canadian departments		
	Doctoral		Master's					
	Public	Private	Public	Private	Total	Doctoral	Master's	Total
Departments included in survey* N	222	116	148	74	560	28	5	33
N % (responding)	167 (75.2%)	84 (72.4%)	112 (75.7%)	35 (47.3%)	398 (71.1%)	17 (60.7%)	3 (60.0%)	20 (60.6%)
Department name:								
Psychology	125	63	121	48	357	25	5	30
	109 (87.2%)	57 (90.5%)	96 (79.3%)	24 (50.0%)	286 (80.1%)	15 (60.0%)	3 (60.0%)	18 (60.0%)
Educational psychology	33	11	11	4	59	3	0	3
	22 (66.7%)	2 (18.2%)	4 (36.4%)	1 (25.0%)	29 (49.2%)	2 (66.7%)	--	2 (66.7%)
Counseling psychology	23	8	7	13	51	0	0	0
	14 (60.9%)	5 (62.5%)	7 (100.0%)	5 (38.5%)	31 (60.8%)	--	--	--
Human development	11	4	3	1	19	0	0	0
	6 (54.5%)	3 (75.0%)	1 (33.3%)	--	10 (52.6%)	--	--	--
Professional school	3	22	0	1	26	0	0	0
	3 (100.0%)	14 (63.6%)	--	1 (100.0%)	18 (69.2%)	--	--	--
Other**	27	8	6	7	48	0	0	0
	13 (48.1%)	3 (37.5%)	4 (66.7%)	4 (57.1%)	24 (50.0%)	--	--	--

*Includes 579 departments/programs listed in Graduate Study in Psychology, 1983-84, plus 4 departments and 10 professional schools not listed.
**This is a heterogeneous category which includes, for example, school psychology, biological psychology, interdisciplinary programs, etc.

Results and Discussion

The results are presented in five separate sections: (a) faculty characteristics and salaries, (b) admissions to doctoral and master's programs, (c) status of 1982 master's degree recipients, (d) graduate curriculum, and (e) graduate student support. In most cases, the implications of the data are straightforward, and little discussion is required. Where appropriate, the results presented here will be compared with the results of the 1981-82 survey, which may be found in last year's Summary Report (Stapp, 1982).

Faculty Characteristics and Salaries

Table 2 presents data on the sex, race/ethnicity, and subfield of faculty in U.S. and Canadian departments. The data for U.S. faculty are also broken down by doctoral vs. master's departments and public vs. private institutions. As would be expected, the results are very similar to those reported for the 1981-82 academic year (cf. Stapp, 1982).

Overall, about one out of five faculty members are women. The percentage of women faculty in U.S. departments is slightly higher than that in Canadian departments (21.2% vs. 18.8%, respectively). Within U.S. departments, slightly higher proportions of women are found in private institutions than in public institutions.

With regard to race/ethnicity, 5.0% of the faculty in U.S. departments are ethnic minorities: black, Hispanic, Asian, or American Indian. This is slightly higher than the 4.6% reported in 1981-82. As in previous years, there continues to be a somewhat higher percentage of minority faculty (6.9%) in U.S. private doctoral departments, where 3.9% of the faculty are black. For Canadian departments, 4.4% of the faculty were ethnic minorities (3.3% Asian).

Table 2 also gives a breakdown of faculty by subfield. The largest percentage of faculty in both U.S. and Canadian departments are clinical (23.3% and 21.1%, respectively). In U.S. departments, this is followed by experimental (12.4%), developmental (9.6%), social (9.0%), and counseling (8.4%). For Canadian departments, there is a similar pattern, although there are proportionally fewer faculty in counseling and proportionally more in physiological: developmental (11.0%), experimental (10.0%), social (9.9%), and physiological (9.5%).

When U.S. departments are broken down by highest degree and type of institution, the pattern of distribution of faculty among various subfields is similar, although there is some variation. For example, doctoral departments in private institutions have a relatively higher percentage of clinical faculty.

Table 3 presents the employment characteristics of faculty: employment status, academic rank and years in rank, tenure status, and new appointments.

Table 2

Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology:
Sex, Race/ethnicity and Subfield

Faculty characteristics	U.S. departments				All U.S. departments N=364	Canadian departments N=15
	Doctoral		Master's			
	Public N=164	Private N=80	Public N=107	Private N=33		
Total faculty	4,226	1,551	1,601	330	7,708	639
Sex						
Men	3,350 (79.3%)	1,172 (75.6%)	1,208 (75.5%)	227 (68.8%)	5,957 (77.3%)	517 (80.9%)
Women	841 (19.9%)	354 (22.8%)	351 (21.9%)	89 (27.0%)	1,635 (21.2%)	120 (18.8%)
Not specified	35 (0.8%)	25 (1.6%)	42 (2.6%)	14 (4.2%)	116 (1.5%)	2 (0.3%)
Race/ethnicity						
White	4,014 (95.0%)	1,404 (90.5%)	1,478 (92.3%)	290 (87.9%)	7,186 (93.2%)	604 (94.5%)
Black	93 (2.2%)	60 (3.9%)	44 (2.7%)	9 (2.7%)	206 (2.7%)	2 (0.3%)
Hispanic	40 (0.9%)	35 (2.3%)	19 (1.2%)	4 (1.2%)	98 (1.3%)	4 (0.6%)
Asian	30 (0.7%)	12 (0.8%)	23 (1.4%)	5 (1.5%)	70 (0.9%)	21 (3.3%)
American Indian	9 (0.2%)	0 (0.0%)	2 (0.1%)	0 (0.0%)	11 (0.1%)	1 (0.2%)
Not specified	40 (0.9%)	40 (2.6%)	35 (2.2%)	22 (6.7%)	137 (1.8%)	7 (1.1%)
Subfield						
Clinical	935 (22.1%)	466 (30.0%)	324 (20.2%)	71 (21.5%)	1,796 (23.3%)	135 (21.1%)
Cognitive	164 (3.9%)	101 (6.5%)	40 (2.5%)	10 (3.0%)	315 (4.1%)	42 (6.6%)
Community	58 (1.4%)	10 (0.6%)	27 (1.7%)	5 (1.5%)	100 (1.3%)	13 (2.0%)
Comparative	51 (1.2%)	10 (0.6%)	15 (0.9%)	2 (0.6%)	78 (1.0%)	20 (3.1%)
Counseling	390 (9.2%)	102 (6.6%)	123 (7.7%)	34 (10.3%)	649 (8.4%)	28 (4.4%)
Developmental	429 (10.2%)	145 (9.3%)	142 (8.9%)	23 (7.0%)	739 (9.6%)	70 (11.0%)
Educational	154 (3.6%)	33 (2.1%)	136 (8.5%)	13 (3.9%)	336 (4.4%)	15 (2.3%)
Engineering	15 (0.4%)	2 (0.1%)	2 (0.1%)	0 (0.0%)	19 (0.2%)	1 (0.2%)
Experimental	592 (14.0%)	129 (8.3%)	200 (12.5%)	38 (11.5%)	959 (12.4%)	64 (10.0%)
General	51 (1.2%)	18 (1.2%)	65 (4.1%)	6 (1.8%)	140 (1.8%)	8 (1.3%)
Industrial/Organizational	142 (3.4%)	37 (2.4%)	59 (3.7%)	23 (7.0%)	261 (3.4%)	11 (1.7%)
Personality	93 (2.2%)	30 (3.2%)	52 (3.2%)	6 (1.8%)	201 (2.6%)	32 (5.0%)
Physiological	306 (7.2%)	124 (8.0%)	64 (4.0%)	17 (5.2%)	511 (6.6%)	61 (9.5%)
Psycholinguistics	20 (0.5%)	15 (1.0%)	6 (0.4%)	3 (0.9%)	44 (0.6%)	9 (1.4%)
Psychometrics	37 (0.9%)	19 (1.2%)	19 (1.2%)	3 (0.9%)	78 (1.0%)	14 (2.2%)
Psychopharmacology	13 (0.3%)	6 (0.4%)	8 (0.5%)	0 (0.0%)	27 (0.4%)	4 (0.6%)
Quantitative	142 (3.4%)	34 (2.2%)	37 (2.3%)	11 (3.3%)	224 (2.9%)	15 (2.3%)
School	136 (3.2%)	37 (2.4%)	91 (5.7%)	16 (4.8%)	280 (3.6%)	7 (1.1%)
Social	389 (9.2%)	145 (9.3%)	128 (8.0%)	32 (9.7%)	694 (9.0%)	63 (9.9%)
Systems/history/methods	19 (0.4%)	11 (0.7%)	14 (0.9%)	2 (0.6%)	46 (0.6%)	7 (1.1%)
Other in psychology	51 (1.2%)	36 (2.3%)	26 (1.6%)	5 (1.5%)	118 (1.5%)	12 (1.9%)
Other, not in psychology	30 (0.7%)	19 (1.2%)	1 (0.1%)	0 (0.0%)	50 (0.6%)	7 (1.1%)
Not specified	9 (0.2%)	2 (0.1%)	22 (1.4%)	10 (3.0%)	43 (0.6%)	1 (0.2%)

Note: These data are based on information provided by departments that responded to the survey and, therefore, underestimate the population of faculty.

Table 3

Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology:
Employment Status, Academic Rank and Years in Rank, Tenure Status, and New Appointments

	U.S. departments				All U.S. departments N=364	Canadian departments N=15
	Doctoral		Master's			
	Public N=164	Private N=80	Public N=107	Private N=33		
Total faculty	4,226	1,551	1,601	330	7,708	639
Employment status						
Full-time	3,544 (83.9%)	1,063 (68.5%)	1,405 (87.8%)	209 (63.3%)	6,221 (80.7%)	515 (80.6%)
Joint appointment	370 (8.8%)	166 (10.7%)	58 (3.6%)	31 (9.4%)	625 (8.1%)	31 (4.9%)
Part-time	237 (5.6%)	291 (18.8%)	130 (8.1%)	80 (24.2%)	738 (9.6%)	89 (13.9%)
Not specified	75 (1.8%)	31 (2.0%)	8 (0.5%)	10 (3.0%)	124 (1.6%)	4 (0.6%)
Academic rank and years in rank						
Full professor						
At least 12 years in rank	783 (18.5%)	253 (16.3%)	207 (12.9%)	29 (8.8%)	1,272 (16.5%)	62 (9.7%)
6 to 11 years in rank	650 (15.4%)	163 (10.5%)	239 (14.9%)	32 (9.7%)	1,084 (14.1%)	81 (12.7%)
3 to 5 years in rank	256 (6.1%)	82 (5.3%)	102 (6.4%)	8 (2.4%)	448 (5.8%)	38 (5.9%)
Less than 3 years in rank	241 (5.7%)	102 (6.6%)	88 (5.5%)	15 (4.5%)	446 (5.8%)	45 (7.0%)
Total	1,930 (45.7%)	600 (38.7%)	636 (39.7%)	84 (25.5%)	3,250 (42.2%)	226 (35.4%)
Associate professor						
At least 6 years in rank	529 (12.5%)	162 (10.4%)	218 (13.6%)	37 (11.2%)	946 (12.3%)	143 (22.4%)
3 to 5 years in rank	335 (7.9%)	89 (5.7%)	144 (9.0%)	29 (8.8%)	597 (7.7%)	47 (7.4%)
Less than 3 years in rank	363 (8.6%)	130 (8.4%)	119 (7.4%)	29 (8.8%)	641 (8.3%)	47 (7.4%)
Total	1,227 (29.0%)	381 (24.6%)	481 (30.0%)	95 (28.8%)	2,184 (28.3%)	237 (37.1%)
Assistant professor						
At least 3 years in rank	423 (10.0%)	145 (9.3%)	179 (11.2%)	42 (12.7%)	789 (10.2%)	56 (8.8%)
Less than 3 years in rank	406 (9.6%)	184 (11.9%)	166 (10.4%)	35 (10.6%)	791 (10.3%)	70 (11.0%)
Total	829 (19.6%)	329 (21.2%)	345 (21.5%)	77 (23.3%)	1,580 (20.5%)	126 (19.7%)
Lecturer or instructor						
At least 3 years in rank	58 (1.4%)	49 (3.2%)	30 (1.9%)	18 (5.5%)	155 (2.0%)	5 (0.8%)
Less than 3 years in rank	120 (2.8%)	120 (7.7%)	75 (4.7%)	31 (9.4%)	346 (4.5%)	28 (4.4%)
Total	178 (4.2%)	169 (10.9%)	105 (6.6%)	49 (14.8%)	501 (6.5%)	33 (5.2%)
Not specified	62 (1.5%)	72 (4.6%)	34 (2.1%)	25 (7.6%)	193 (2.5%)	17 (2.7%)
Tenure status						
Tenured	3,023 (71.5%)	774 (49.9%)	1,125 (70.3%)	158 (47.9%)	5,080 (65.9%)	465 (72.8%)
Not tenured, but on tenure track	694 (16.4%)	268 (17.3%)	240 (15.0%)	47 (14.2%)	1,249 (16.2%)	63 (9.9%)
Not tenured, not on tenure track	388 (9.2%)	223 (14.4%)	195 (12.2%)	87 (26.4%)	893 (11.6%)	109 (17.1%)
Not specified	121 (2.9%)	286 (18.4%)	41 (2.6%)	38 (11.5%)	486 (6.3%)	2 (0.3%)
New appointment for 1982-83	210 (5.0%)	110 (7.1%)	81 (5.1%)	26 (7.9%)	427 (5.5%)	56 (8.8%)

Note: These data are based on information provided by departments that responded to the survey and, therefore, underestimate the population of faculty.

For U.S. departments, the percentage of full-time faculty is considerably higher in public than in private institutions (84.9% vs. 67.6%) while the percentages of joint and part-time appointments are higher in private institutions.

U.S. and Canadian departments differ with respect to the proportion of faculty in various academic ranks, with Canadian departments reporting 35.4% full professors and 37.1% associate professors. In contrast, U.S. departments report 42.2% full professors and 28.3% associate professors. There are also differences among U.S. departments. In public doctoral departments, 45.7% of the faculty are full professors, as compared to only 25.5% of the faculty in private master's departments. Table 3 also breaks down the number of faculty in each academic rank by years in rank.

Next, Table 3 presents information on the tenure status of faculty. In U.S. departments, 65.9% of the faculty are tenured, although faculty in private institutions are less likely to be tenured than those in public institutions (49.5% vs. 71.2%). In Canadian departments, 72.8% of the faculty have tenure. Finally, Table 3 reports that 5.5% of the U.S. faculty and 8.8% of the Canadian faculty were new appointments.

One of the primary functions of the Departmental Survey is to provide department chairs with salary information. Detailed breakdowns (i.e., 21 tables) of salary information collected in the 1982-83 survey were sent to chairs in January 1983, in time to be of use in budget planning (Stapp, 1983). These results are summarized here in Table 4, which reports full-time faculty salaries (medians and quartiles) broken down by rank and years in rank for U.S. and Canadian departments. Note that for U.S. departments, these are 9-10-month salaries, while salaries for Canadian departments are on a 12-month basis. Also note that Canadian salaries are reported in Canadian dollars, and any comparison between U.S. and Canadian departments must take into account the rate of exchange as well as the 9-10-month vs. 12-month salary basis.

Salaries in U.S. doctoral departments for full and associate professors tend to be higher than those in master's departments; for assistant professors and lecturers there is little difference between doctoral and master's departments. Within doctoral departments, salaries in private institutions are slightly higher than those in public institutions. However, within master's departments, there are no consistent differences between public institutions and private institutions. Compared with 1981-82 salaries, Canadian departments generally showed the greatest salary increases (13.2% averaged across academic ranks). The average increases in U.S. doctoral and master's departments were 6.5% and 4.1%, respectively.

Table 5 gives information on salaries of starting faculty, department chairs, and administrative positions. Again, the Canadian salaries are reported on a 12-month basis and in Canadian dollars. For 1982-83, 9-10-month starting salaries in U.S. departments were slightly higher in doctoral departments ($18,542 in public institutions and $19,550 in private institutions) than in master's departments ($18,350 in public institutions and

Table 4

Salaries for Full-time Faculty in U.S. and Canadian Departments of Psychology

Academic rank and years in rank	9-10-month salaries for U.S. departments				12-month salaries for Canadian departments
	Doctoral		Master's		
	Public N = 162	Private N = 71	Public N = 106	Private N = 31	N = 16
Full professor:					
At least 12 years in rank					
Median:	$40,800	$42,900	$35,400	$36,500	$61,500
Q_1-Q_3:	$36,100-46,225	$37,600-48,500	$31,100-36,500	$30,425-40,825	$56,000-66,500
N:*	666	176	193	24	51
6 to 11 years in rank					
Median:	$36,300	$36,700	$34,000	$31,850	$55,300
Q_1-Q_3:	$32,000-40,800	$32,000-40,800	$30,700-36,500	$28,000-36,000	$52,350-58,125
N:	590	115	228	28	54
3 to 5 years in rank					
Median:	$33,300	$34,300	$31,250	$28,600	$50,800
Q_1-Q_3:	$30,250-36,800	$29,800-39,300	$28,200-33,950	$26,600-32,600	$50,000-54,800
N:	233	55	96	7	23
Less than 3 years in rank					
Median:	$31,400	$33,000	$28,800	$30,050	$45,000
Q_1-Q_3:	$29,350-34,550	$30,600-36,100	$26,925-31,075	$27,675-31,550	$42,000-48,900
N:	221	63	84	14	39
Associate professor:					
At least 6 years in rank					
Median:	$28,250	$28,800	$27,750	$26,300	$44,000
Q_1-Q_3:	$25,800-30,200	$25,900-31,250	$25,500-29,000	$23,300-31,700	$41,300-47,600
N:	464	125	208	31	111
3 to 5 years in rank					
Median:	$26,800	$28,000	$25,700	$23,300	$40,900
Q_1-Q_3:	$24,600-29,000	$25,100-31,400	$23,900-27,600	$22,300-25,125	$36,200-43,300
N:	287	63	138	22	35
Less than 3 years in rank					
Median:	$24,800	$26,000	$23,250	$26,500	$36,300
Q_1-Q_3:	$23,500-26,900	$23,000-28,375	$21,500-25,475	$25,000-28,150	$33,750-40,100
N:	321	64	112	21	37
Assistant professor:					
At least 3 years in rank					
Median:	$22,000	$23,000	$22,000	$22,200	$34,200
Q_1-Q_3:	$20,200-23,500	$21,600-24,500	$19,600-24,050	$20,400-26,000	$31,800-36,700
N:	349	110	157	31	43
Less than 3 years in rank					
Median:	$20,000	$21,050	$19,200	$20,000	$27,000
Q_1-Q_3:	$18,500-21,000	$20,000-23,000	$17,950-21,200	$18,000-22,750	$25,300-31,000
N:	346	142	130	23	43
Lecturer or instructor:					
At least 3 years in rank					
Median:	$19,800	$23,850	$18,150	--	$34,500
Q_1-Q_3:	$16,000-22,600	--	$14,675-20,525	--	--
N:	19	2	10	1	3
Less than 3 years in rank					
Median:	$19,000	$19,750	$18,250	--	$26,800
Q_1-Q_3:	$15,300-20,800	$16,100-20,500	$16,175-19,900	--	--
N:	33	20	26	1	4

*N equals number of full-time faculty in each category.

Note: Dollar amounts for Canadian departments are reported in Canadian dollars. For more detailed breakdowns of U.S. faculty salaries, see Stapp (1983).

Table 5

Salaries for Starting Faculty Department Chairs, and Administrative Positions in U.S. and Canadian Departments of Psychology

Questions regarding faculty salaries	U.S. departments				Canadian departments
	Doctoral		Master's		
	Public	Private	Public	Private	
	N = 167	N = 84	N = 112	N = 35	N = 20
"In 1982-83, what was the average (9-10 month*) starting salary for a new faculty member who was a recent Ph.D.?"					
Median Salary:	$18,542	$19,550	$18,350	$17,950	$25,050
Q_1-Q_3:	$17,988-19,558	$18,010-20,042	$17,175-19,600	$16,525-19,500	$23,975-29,000
N:	137	60	90	26	18
"What salary (9-10 month*) do you expect you would offer a new Ph.D. in 1983-84?					
Median Salary:	$19,529	$20,000	$18,988	$18,967	$26,000
Q_1-Q_3:	$18,527-20,986	$18,964-21,225	$17,500-20,040	$17,025-19,994	$24,975-30,025
N:	141	61	92	25	17
"What is the total 9-10 month* salary of the department chair?"					
Median Salary:	$40,200	$38,775	$31,450	$29,350	$49,550
Q_1-Q_3:	$34,458-45,425	$34,025-47,962	$28,600-36,200	$23,100-34,500	$43,000-52,500
N:	161	67	102	30	16
"Is this salary higher than that typically paid to a faculty member at the same rank and with the same number of years experience?"					
Yes N (%):	90 (53.9%)	31 (36.9%)	60 (53.6%)	14 (40.0%)	13 (65.0%)
No N (%):	68 (40.7%)	38 (45.2%)	46 (41.1%)	14 (40.0%)	4 (20.0%)
No answer N (%):	9 (5.4%)	15 (17.9%)	6 (5.4%)	7 (20.0%)	3 (15.0%)
"If yes, how much higher?"					
Median Percent:	7.1%	9.9%	5.0%	8.0%	7.0%
Q_1-Q_3:	4.7-10.0%	7.7-15.0%	2.2-9.8%	5.2-12.0%	5.0-9.0%
N:	85	28	57	12	12
"What is the average 9-10 month* salary of administrative positions within the department such as a director of a special program (e.g., Director of Clinical Training; Director of Experimental Training)?"					
Median Salary:	$33,450	$31,983	$27,550	$26,100	$46,000
Q_1-Q_3:	$28,900-38,025	$28,000-39,000	$25,000-30,017	$22,225-28,012	$42,025-48,975
N:	128	52	56	15	11
"Is this salary higher than that typically paid to a faculty member of the same rank and with the same number of years experience?"					
Yes N (%):	26 (15.6%)	20 (23.8%)	6 (5.4%)	4 (11.4%)	4 (20.0%)
No N (%):	104 (62.3%)	35 (41.7%)	61 (54.5%)	11 (31.4%)	10 (50.0%)
No answer or not applicable:	37 (22.2%)	29 (34.5%)	45 (40.2%)	20 (57.1%)	6 (30.0%)
"If yes, how much higher?"					
Median Percent:	4.2%	10.5%	5.5%	17.5%	3.0%
Q_1-Q_3:	2.8-9.8%	6.0-15.2%	4.0-10.2%	--	--
N:	24	16	6	4	3

*Salaries for Canadian departments are reported on a 12-month basis.
Note: Dollar amounts for Canadian departments are reported in Canadian dollars.

$17,950 in private institutions). The median starting salary in Canadian departments is $25,050. The expected starting salaries for 1983-84 are $400 to $1,000 higher. In previous years, chairs have tended to underestimate the expected starting salary for the following year. This was again true for U.S. departments in private institutions and Canadian departments where the actual 1982-83 starting salary was approximately $1,000 higher than the expected 1982-83 salary reported last year. However, in U.S. departments in public institutions, last year's predictions of 1982-83 starting salaries were much closer to the actual starting salaries reported this year.

Median salaries for department chairs and other administrative positions within the department are also shown in Table 5. Department chairs in U.S. doctoral departments are paid $39,000-40,000, as compared to $29,000-$31,000 for chairs in U.S. master's departments and $49,550 in Canadian departments. Although it varies by type of department, for about half of all departments, the chair's salary is higher than that paid to a faculty member at the same rank and with the same number of years experience; the median percent increase in the chair's salary for these departments is between 5.0% and 9.9%.

A similar pattern of salary differences is seen for those with administrative positions (e.g., Director of Clinical Training, Director of Experimental Training) with salaries in U.S. doctoral departments being higher than those in U.S. master's departments. In contrast to chair's salaries, the salaries for administrative positions in a majority of departments are not higher than those typically paid to a faculty member of the same rank and with the same number of years experience.

Admissions to Doctoral and Master's Departments

The Departmental Survey has been used in previous years as a means to assess trends in enrollments and admissions. For example, the 1980-81 Departmental Survey assessed full-time graduate enrollments in terms of sex and race/ethnicity (Stapp, 1981). This year's survey asked about graduate admissions to doctoral and master's programs, comparing admissions in the fall of 1982 to those in the fall of 1981. The results are presented in Tables 6 and 7.

Table 6 shows admissions to doctoral programs in U.S. and Canadian departments. Compared with 1981, U.S. doctoral admissions in the fall of 1982 were 1% higher. However, doctoral admissions declined in most of the research subfields: developmental, educational, experimental, physiological/ comparative, and social/personality. In contrast, doctoral admissions increased in the applied subfields: clinical, counseling, industrial/ organizational, and school. These differences among the subfields are consistent with recent trends in U.S. doctorate production (cf. Syverson, 1982). In Canadian departments, there was a 9% increase in admissions from 1981 to 1982, and most of this increase occurred in the subfields of developmental, educational and experimental psychology.

Table 6

Admissions to Doctoral Programs: Fall 1981 vs. Fall 1982

Program area	U.S. departments (N = 245)			Canadian departments (N = 16)		
	Fall 1981	Fall 1982	% change	Fall 1981	Fall 1982	% change
Clinical	1,891	1,948	3%	51	48	*
Cognitive	101	101	0%	5	4	*
Community	29	31	*	2	1	*
Counseling	471	516	10%	31	24	*
Developmental	311	301	-3%	8	17	*
Educational	109	103	-6%	10	18	*
Experimental	296	287	-3%	3	13	*
Industrial/organizational	187	217	16%	3	0	*
Physiological and/or Comparative	176	139	-21%	5	9	*
Psychometrics and/or Quantitative	53	41	*	--	--	*
School	260	278	7%	8	9	*
Social and/or Personality	323	311	-4%	8	4	*
Other or not specified	395	380	-4%	19	20	*
Total doctoral admissions	4,602	4,653	1%	153	167	9%

*Because of the small Ns in these subfields, percent change was not calculated.

Note: These data are based on information provided by departments that responded to the survey, and, therefore, underestimate the population of doctoral admissions.

Table 7

Admissions to Master's Programs: Fall 1981 vs. Fall 1982

	U.S. departments (N = 261)			Canadian departments (N = 19)		
Program area	Fall 1981	Fall 1982	% change	Fall 1981	Fall 1982	% change
Clinical	1,140	1,123	-2%	86	101	17%
Cognitive	6	13	*	15	14	*
Community	141	169	20%	4	2	*
Counseling	1,567	1,599	2%	26	32	*
Developmental	107	113	6%	21	11	*
Educational	184	145	-21%	28	28	*
Experimental	333	230	-31%	18	14	*
Industrial/organizational	387	431	11%	2	3	*
Physiological and/or Comparative	24	32	*	20	14	*
Psychometrics and/or Quantitative	11	13	*	2	0	*
School	720	661	-8%	24	13	*
Social and/or Personality	20	25	*	17	12	*
Other or not specified	1,760	1,795	2%	156	184	18%
Total master's admissions	6,400	6,349	1%	419	428	2%

*Because of the small Ns in these subfields, percent change was not calculated.

Note: These data are based on information provided by departments that responded to the survey, and, therefore, underestimate the population of master's admissions.

Admissions to master's programs are shown in Table 7. In U.S. departments, there was a 1% increase in total admissions, and this increase was seen in the subfields of community, counseling, developmental, and industrial/organizational. There was a slight decrease in master's admissions to clinical programs, while larger declines were reported for programs in educational, experimental, and school psychology. For Canadian departments, there was a 2% increase in master's admissions.

Status of 1982 Master's Degree Recipients

During the 1970's, the number of master's degrees conferred more than doubled from 4,120 in 1970 to a peak of 8,301 in 1977. Since then, master's production had declined slightly, and for 1980 (the most recent year for which data have been published), the number of master's degrees conferred was 7,895 (National Center for Educational Statistics, 1982). Throughout this period of growth in master's degree production, a recurring question concerned the status of these individuals following the receipt of their degrees. The 1982-83 Departmental Survey attempted to answer this question for 1982 master's degree recipients, and the results are shown in Table 8.

For 1982 master's degree recipients from U.S. departments, approximately one-third are currently enrolled in school, approximately one-third are currently working in psychology, and the status of the remaining third is unknown. As might be expected, this distribution differs according to whether the master's degree was awarded in a doctoral department or in a master's-only department. In U.S. doctoral departments, 40% of the master's degree recipients are currently enrolled in a doctoral psychology program in the same department/institution, 3% are enrolled in a doctoral psychology department at another institution, and 1% are enrolled in a nonpsychology program (e.g., business or law). For U.S. master's departments, 1% are currently enrolled in a doctoral psychology program at the same institution, 11% are enrolled in a doctoral psychology program at another institution, and 1% are enrolled in a non-psychology program. Master's degree recipients from master's departments are more likely than those from doctoral departments to be working in the field of psychology, either in human service settings (25% vs. 10%) or in schools or school systems (17% vs. 7%).

The current status of almost half of the master's degree recipients from Canadian departments is unknown. However, the most frequently reported categories for those whose status is known are: currently enrolled in a doctoral psychology program in same department/institution (24.1%); currently employed in a school or school system (8.6%), and currently employed in a human service setting (6.9%).

Graduate Curriculum

The Departmental Survey is sometimes used to assess trends in graduate curriculum and course offerings. In the 1982-83 survey, two sets of questions were asked: the first concerned course/practicum offerings in U.S. departments on ethnic minority topics and the second concerned courses or practica that train students in supervision.

Table 8

Status of 1982 Master's Degree Recipients

Current status	U.S. departments: Doctoral: Public N=152	U.S. departments: Doctoral: Private N=75	U.S. departments: Master's: Public N=110	U.S. departments: Master's: Private N=33	All U.S. departments N=370	Canadian departments N=19
Currently enrolled in school, either full time or part time:						
enrolled in a doctoral program in psychology in same department/institution	928 (37.1%)	546 (47.0%)	26 (1.5%)	2 (0.3%)	1,502 (24.9%)	84 (24.1%)
enrolled in a doctoral program in psychology at another institution	77 (3.1%)	40 (3.4%)	212 (12.3%)	60 (9.1%)	389 (6.4%)	14 (4.0%)
enrolled in a non-psychology program (e.g., business, law, medicine)	34 (1.4%)	6 (0.5%)	29 (1.7%)	4 (0.6%)	73 (1.2%)	3 (0.9%)
Not enrolled in school, currently working in the field of psychology:						
employed in a human service setting (e.g., hospital, clinic)	284 (11.4%)	74 (6.4%)	482 (28.0%)	113 (17.1%)	953 (15.8%)	24 (6.9%)
employed in a school or school system district office	183 (7.3%)	63 (5.4%)	322 (18.7%)	82 (12.4%)	650 (10.8%)	30 (8.6%)
employed in a university or college	53 (2.1%)	14 (1.2%)	35 (2.0%)	9 (1.4%)	111 (1.8%)	10 (2.9%)
employed in a business, government, non-profit, or other setting	70 (2.8%)	36 (3.1%)	88 (5.1%)	37 (5.6%)	231 (3.8%)	11 (3.2%)
Not enrolled in school, currently working outside of the field of psychology	42 (1.7%)	8 (0.7%)	40 (2.3%)	32 (4.8%)	122 (2.0%)	5 (1.4%)
Not enrolled in school, not currently employed	28 (1.1%)	12 (0.1%)	61 (3.5%)	3 (0.5%)	104 (1.7%)	7 (2.0%)
Current status unknown	801 (32.0%)	363 (31.2%)	427 (24.8%)	318 (48.2%)	1,909 (31.6%)	161 (46.1%)
Total master's recipients	2,500 (100.0%)	1,162 (100.0%)	1,722 (100.0%)	660 (100.0%)	6,044 (100.0%)	349 (100.0%)

Note: These data are based on the information provided by departments responding to the survey, and, therefore, underestimate the population of master's recipients.

Table 9 presents data on course/practicum offerings in U.S. departments on ethnic minority topics. The survey asked about four topics: (a) psychological assessment of ethnic minorities, (b) psychotherapy with ethnic minorities, (c) mental health consultation with ethnic minorities, and (d) psychological research on ethnic minorities. In addition, the survey asked the type of offerings (required course/practicum, required sequence of courses/practica, unit within a required course/practicum, elective course/practicum, elective sequence of courses/practica, unit within an elective course/practicum) and which minority groups are covered (blacks, Hispanics, Asians, American Indians). Also shown in Table 9 are the total number of departments offering any type of course/practicum.

The percentage of U.S. departments that offer any type of course/practicum on ethnic minority topics ranges from 35.2% to 44.7% depending on the topic. In general, courses/practica on psychological assessment are most likely to be offered, while those on research are the least likely to be offered. The most frequent type of offering on ethnic minority topics tends to be an unit within a required course or practicum. Finally, these offerings are most likely to cover blacks and least likely to cover Asians and American Indians. Although there is some variation in these patterns among types of departments, the major difference among departments is that these courses/practica are more likely to be offered in doctoral departments than in master's departments.

A second set of questions on graduate curriculum concerned courses/practica to train students in supervision, and these results are shown in Table 10. The majority of departments in the U.S. and Canada do not have formal courses/practica to teach their students how to supervise research, practica, or consultation. For U.S. departments, the percentage of departments that have a formal method for training in supervision of research, practica, and consultation are 19.1%, 29.6%, and 25.1%, respectively; in Canadian departments, these percentages are 15.0%, 20.0%, and 25.0%. Among U.S. departments, these courses/practica on supervision are most likely to be offered in public doctoral departments.

Graduate Student Support

As in previous years, the final set of tables addresses graduate student support, including the percentage of students being supported and amounts typically paid. In addition to asking about support for full-time students, this year's survey also asked about support for part-time students.

Table 11 gives the percentages of full-time and part-time doctoral and master's students who receive financial support. In U.S. public doctoral programs, 66.5% of the full-time students receive support; in private doctoral programs the figure is 49.1%. This contrasts with Canadian departments in which 79.9% of the full-time doctoral students have support. Canadian departments also support a large percentage of full-time master's students (70.4%). However, in the U.S., only 28.0% of the full-time master's students receive financial support.

Table 9

Graduate Curriculum: Number and Percent of U.S. Departments Offering Courses or Practica on Ethnic Minority Topics

Topics	U.S. departments: Doctoral, Public N=167	Doctoral, Private N=84	Master's, Public N=112	Master's, Private N=35	All U.S. departments N=398
Psychological assessment of ethnic minorities					
Type of offering:					
Required course/practicum	4 (2.4%)	5 (6.0%)	7 (6.3%)	1 (2.9%)	17 (4.3%)
Required sequence of courses/practica	3 (1.8%)	4 (4.8%)	2 (1.8%)	1 (2.9%)	10 (2.5%)
Unit within required course/practicum	60 (35.9%)	20 (23.8%)	32 (28.6%)	7 (20.0%)	119 (29.9%)
Elective course/practicum	20 (12.0%)	10 (11.9%)	8 (7.1%)	0 (0.0%)	38 (9.5%)
Elective sequence of courses/practica	2 (1.2%)	2 (2.4%)	2 (1.8%)	0 (0.0%)	6 (1.5%)
Unit within elective course/practicum	18 (10.8%)	5 (6.0%)	6 (5.4%)	3 (8.6%)	32 (8.0%)
Total departments*	83 (49.7%)	40 (47.6%)	46 (41.1%)	9 (25.7%)	178 (44.7%)
Ethnic minority groups covered:					
Blacks	76 (45.5%)	35 (41.7%)	44 (39.3%)	8 (22.9%)	163 (41.0%)
Hispanics	53 (31.7%)	31 (36.9%)	38 (33.9%)	7 (20.0%)	129 (32.4%)
Asians	22 (13.2%)	14 (16.7%)	11 (9.8%)	1 (2.9%)	48 (12.1%)
American Indians	27 (16.2%)	6 (7.1%)	15 (13.4%)	1 (2.9%)	49 (12.3%)
Psychotherapy with ethnic minorities					
Type of offering:					
Required course/practicum	4 (2.4%)	7 (8.3%)	5 (4.5%)	2 (5.7%)	18 (4.5%)
Required sequence of courses/practica	2 (1.2%)	4 (4.8%)	1 (0.9%)	1 (2.9%)	8 (2.0%)
Unit within required course/practicum	48 (28.7%)	17 (20.2%)	19 (17.0%)	4 (11.4%)	88 (22.1%)
Elective course/practicum	24 (14.4%)	15 (17.9%)	7 (6.3%)	1 (2.9%)	47 (11.8%)
Elective sequence of courses/practica	5 (3.0%)	4 (4.8%)	2 (1.8%)	1 (2.9%)	12 (3.0%)
Unit within elective course/practicum	13 (7.8%)	8 (9.5%)	7 (6.3%)	3 (8.6%)	31 (7.8%)
Total departments*	73 (43.7%)	43 (51.2%)	30 (26.8%)	8 (22.9%)	154 (38.7%)
Ethnic minority groups covered					
Blacks	62 (37.1%)	35 (41.7%)	25 (22.3%)	6 (17.1%)	128 (32.2%)
Hispanics	41 (24.6%)	30 (35.7%)	24 (21.4%)	5 (14.3%)	100 (25.1%)
Asians	22 (13.2%)	13 (15.5%)	7 (6.3%)	2 (5.7%)	44 (11.1%)
American Indians	22 (13.2%)	4 (4.8%)	12 (10.7%)	2 (5.7%)	40 (10.1%)
Mental health consultation with ethnic minorities					
Type of offering:					
Required course/practicum	5 (3.0%)	5 (6.0%)	8 (7.1%)	3 (8.6%)	21 (5.3%)
Required sequence of courses/practica	2 (1.2%)	3 (3.6%)	2 (1.8%)	1 (2.9%)	8 (2.0%)
Unit within required course/practicum	34 (20.4%)	14 (16.7%)	15 (13.4%)	4 (11.4%)	67 (16.8%)
Elective course/practicum	21 (12.6%)	11 (13.1%)	4 (3.6%)	1 (2.9%)	37 (9.3%)
Elective sequence of courses/practica	3 (1.8%)	4 (4.8%)	2 (1.8%)	0 (0.0%)	9 (2.3%)
Unit within elective course/practicum	20 (12.0%)	6 (7.1%)	9 (8.0%)	3 (8.6%)	38 (9.5%)
Total departments*	73 (43.7%)	34 (40.5%)	31 (27.7%)	9 (25.7%)	147 (36.9%)
Ethnic minority groups covered:					
Blacks	62 (37.1%)	29 (34.5%)	25 (22.3%)	8 (22.9%)	124 (31.2%)
Hispanics	41 (24.6%)	24 (28.6%)	24 (21.4%)	6 (17.1%)	95 (23.9%)
Asians	17 (10.2%)	13 (15.5%)	5 (4.5%)	2 (5.7%)	37 (9.3%)
American Indians	24 (14.4%)	4 (4.8%)	8 (7.1%)	2 (5.7%)	38 (9.5%)
Psychological research on ethnic minority issues					
Type of offering:					
Required course/practicum	2 (1.2%)	8 (9.5%)	4 (3.6%)	0 (0.0%)	14 (3.5%)
Required sequence of courses/practica	2 (1.2%)	3 (3.6%)	1 (0.9%)	0 (0.0%)	6 (1.5%)
Unit within required course/practicum	30 (18.0%)	10 (11.9%)	14 (12.5%)	2 (5.7%)	56 (14.1%)
Elective course/practicum	25 (15.0%)	12 (14.3%)	9 (8.0%)	1 (2.9%)	47 (11.8%)
Elective sequence of courses/practica	6 (3.6%)	6 (7.1%)	2 (1.8%)	0 (0.0%)	14 (3.5%)
Unit within elective course/practicum	27 (16.2%)	4 (4.8%)	8 (7.1%)	1 (2.9%)	40 (10.1%)
Total departments*	73 (43.7%)	35 (41.7%)	28 (25.0%)	4 (11.4%)	140 (35.2%)
Ethnic minority groups covered:					
Blacks	60 (35.9%)	29 (34.5%)	22 (19.6%)	4 (11.4%)	115 (28.9%)
Hispanics	44 (26.3%)	22 (26.2%)	21 (18.8%)	3 (8.6%)	90 (22.6%)
Asians	28 (16.8%)	11 (13.1%)	5 (4.5%)	1 (2.9%)	45 (11.3%)
American Indians	26 (15.6%)	3 (3.6%)	6 (5.4%)	1 (2.9%)	36 (9.0%)

*Total departments refers to the number and percent of departments that offer any type of course/practicum. Because a department may have more than one type of offering (e.g., a required course and an elective sequence), these totals may be less than the sum of course/practicum offerings.

Table 10

Graduate Curriculum: Number and Percent of Graduate Departments Offering Courses/Practica in Supervision

		U.S. departments				All U.S. departments N=398	Canadian departments N=20
		Doctoral		Master's			
		Public N=167	Private N=84	Public N=112	Private N=35		
Does your department have a formal method (e.g., course, practicum) to teach your students how to:							
Supervise research	Yes	38 (22.8%)	16 (19.0%)	16 (14.3%)	6 (17.1%)	76 (19.1%)	3 (15.0%)
	No	113 (67.7%)	61 (72.6%)	85 (75.9%)	25 (71.4%)	284 (71.4%)	12 (60.0%)
	Not specified	16 (9.6%)	7 (8.3%)	11 (9.8%)	4 (11.4%)	38 (9.5%)	5 (25.0%)
Supervise practica	Yes	67 (40.1%)	28 (33.3%)	17 (15.2%)	6 (17.1%)	118 (29.6%)	4 (20.0%)
	No	87 (52.1%)	53 (63.1%)	83 (74.1%)	25 (71.4%)	248 (62.3%)	11 (55.0%)
	Not specified	13 (7.8%)	3 (3.6%)	12 (10.7%)	4 (11.4%)	32 (8.0%)	5 (25.0%)
Supervise consultation	Yes	55 (32.9%)	20 (23.8%)	23 (20.5%)	2 (5.7%)	100 (25.1%)	5 (25.0%)
	No	94 (56.3%)	59 (70.2%)	80 (71.4%)	27 (77.1%)	260 (65.3%)	11 (55.0%)
	Not specified	18 (10.8%)	5 (6.0%)	9 (8.0%)	6 (17.1%)	38 (9.5%)	4 (20.0%)

Table 11

Number and Percentage of Full-time and Part-time Students Supported in Doctoral and Master's Programs in U.S. and Canadian Graduate Departments of Psychology

Type of program	U.S. Graduate Departments of Psychology			Canadian departments
	Public	Private	All	
Doctoral degree programs	N depts=167	N depts=83	N depts=250	N depts=17
Full-time students with support	7,440 (66.5%)	2,670 (49.1%)	10,110 (60.8%)	554 (79.9%)
Full-time students without support	2,944 (26.3%)	2,585 (47.6%)	5,529 (33.3%)	139 (20.1%)
Not specified	805 (7.2%)	178 (3.3%)	983 (5.9%)	0 (0.0%)
Total	11,189 (100.0%)	5,433 (100.0%)	16,622 (100.0%)	693 (100.0%)
Part-time students with support	120 (6.3%)	195 (10.2%)	315 (8.2%)	2 (1.0%)
Part-time students without support	1,689 (88.3%)	1,489 (78.0%)	3,178 (83.2%)	172 (86.9%)
Not specified	103 (5.4%)	225 (11.8%)	328 (8.6%)	24 (12.1%)
Total	1,912 (100.0%)	1,909 (100.0%)	3,821 (100.0%)	198 (100.0%)
Master's degree programs	N depts=203	N depts=75	N depts=278	N depts=18
Full-time students with support	1,753 (30.3%)	519 (22.4%)	2,272 (28.0%)	466 (70.4%)
Full-time students without support	3,849 (66.5%)	1,426 (61.6%)	5,275 (65.1%)	196 (29.6%)
Not specified	186 (3.2%)	369 (15.9%)	555 (6.9%)	0 (0.0%)
Total	5,788 (100.0%)	2,314 (100.0%)	8,102 (100.0%)	662 (100.0%)
Part-time students with support	130 (3.2%)	27 (1.2%)	157 (2.6%)	71 (25.0%)
Part-time students without support	3,378 (82.9%)	1,838 (84.1%)	5,216 (83.3%)	213 (75.0%)
Not specified	567 (13.9%)	320 (14.6%)	887 (14.2%)	0 (0.0%)
Total	4,075 (100.0%)	2,185 (100.0%)	6,260 (100.0%)	284 (100.0%)

Note: These data are based on the information provided by departments responding to the survey and, therefore, underestimate the population of full-time students.

Compared with full-time students, part-time students in both doctoral and master's programs are unlikely to receive financial support. In U.S. departments, 8.2% of the part-time doctoral students and 2.6% of the part-time master's students receive support. In Canadian departments, the percentages are 1.0% and 25.0%, respectively.

The amounts of graduate student support typically paid are shown in Tables 12 and 13. These tables report the medians and quartiles for doctoral students at three levels of study (first year student vs. intermediate vs. dissertation year) and for master's students at two levels of study (first year student vs. beyond first year). Additionally, these tables report 9-month vs. 12-month amounts for teaching assistantships, research assistantships, fellowships, and traineeships. In each category of support, the percentage of departments that also provide tuition assistance is reported.

These data for U.S. departments are presented in Table 12. With the exception of 9-month traineeships, the median support for doctoral students is higher than that typically paid to master's students. Further the majority of departments (in some cases, more than 80%) also typically provide tuition assistance.

Comparable data for Canadian departments are presented in Table 13. Once again, these amounts are reported in Canadian dollars. The number of departments reporting a particular category of support is in some cases either quite small or non-existent. Nonetheless, the data are presented here in order to give some indication of graduate student support in Canadian departments. Compared to U.S. departments, relatively few Canadian departments also provide tuition assistance.

Conclusion

The annual Survey of Graduate Departments of Psychology is intended to be a flexible instrument that can provide department chairs and others with useful and current information. The 1982-83 Departmental Survey continued to monitor faculty characteristics and salaries and graduate student support; in order that this information may be kept current, these data will continue to be collected in future surveys. In addition, this year's survey collected information on admissions to doctoral and master's programs, the status of 1982 master's degree recipients, and graduate curriculum. The Departmental Survey has become a useful source of information for those involved with graduate education and training in psychology. The contributions of department chairs in this process cannot be underestimated. It is through their cooperation that all of us are better informed about trends and practices in graduate departments of psychology.

Table 12

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology

Category of support in U.S. departments		Support for doctoral students			Support for master's students	
		First year student	Intermediate	Dissertation year	First year student	Beyond first year
Teaching assistantship						
9-month	Median:	$4,325	$4,500	$4,625	$3,367	$3,460
	Q_1-Q_3:	$3,725-6,162	$3,644-5,775	$3,798-5,518	$2,205-4,358	$2,325-4,488
	N:*	167	183	149	131	129
	% Tuition assistance:	76.6%	71.6%	81.2%	67.9%	71.3%
12-month	Median:	$5,750	$5,500	$6,000	$3,200	$3,200
	Q_1-Q_3:	$4,500-6,700	$4,225-7,112	$4,700-8,183	$2,625-5,175	$2,025-5,975
	N:	20	23	20	11	7
	% Tuition assistance:	65.0%	65.2%	70.0%	81.8%	100.0%
Research assistantship						
9-month	Median:	$4,350	$4,493	$4,658	$3,150	$3,350
	Q_1-Q_3:	$3,633-5,000	$3,834-5,219	$3,938-5,535	$2,238-4,300	$2,500-4,467
	N:	144	145	119	110	102
	% Tuition assistance:	71.5%	67.6%	75.6%	60.9%	67.6%
12-month	Median:	$6,010	$6,042	$6,333	$5,100	$4,975
	Q_1-Q_3:	$4,988-7,467	$5,025-7,512	$5,175-7,842	$3,100-6,000	$3,125-6,175
	N:	46	51	45	20	19
	% Tuition assistance:	56.5%	51.0%	57.8%	75.0%	68.4%
Fellowship						
9-month	Median:	$4,455	$4,469	$4,550	$3,650	$3,200
	Q_1-Q_3:	$3,842-5,775	$3,875-5,023	$4,008-5,167	$1,975-4,500	$1,488-4,175
	N:	87	87	74	22	19
	% Tuition assistance:	71.3%	72.4%	82.4%	68.2%	63.2%
12-month	Median:	$5,500	$5,150	$5,050	$4,025	$4,025
	Q_1-Q_3:	$4,494-6,032	$4,538-6,019	$4,200-6,036	$2,525-4,775	$3,425-5,958
	N:	39	42	40	11	11
	% Tuition assistance:	82.1%	78.6%	87.5%	100.0%	90.9%
Traineeship						
9-month	Median:	$3,830	$3,848	$4,050	$3,850	$3,975
	Q_1-Q_3:	$3,725-8,775	$3,790-4,512	$3,791-4,958	$2,800-4,025	$3,825-4,038
	N:	47	51	42	10	10
	% Tuition assistance:	80.9%	78.4%	85.7%	90.9%	90.0%
12-month	Median:	$4,996	$5,010	$5,006	$3,650	$3,950
	Q_1-Q_3:	$4,955-5,036	$4,964-5,175	$4,961-5,075	$2,400-5,000	$3,475-6,000
	N:	37	46	43	8	10
	% Tuition assistance:	86.5%	73.9%	74.4%	87.5%	80.0%

*N = Number of U.S. departments reporting this category of support.

Table 13

Medians and Quartiles for Graduate Student Support in Canadian Departments of Psychology

Category of support in Canadian departments		Support for doctoral students			Support for master's students	
		First year student	Intermediate	Dissertation year	First year student	Beyond first year
Teaching assistantship						
9-month	Median:	$4,500	$4,550	$4,550	$4,200	$4,200
	Q_1-Q_3:	$3,700-6,000	$3,700-6,000	$3,900-6,000	$3,488-5,975	$3,488-5,975
	N:*	12	12	12	11	11
	% Tuition assistance:	8.3%	8.3%	16.7%	18.2%	18.2%
12-month	Median:	$6,900	$7,200	$7,900	$6,150	$6,150
	Q_1-Q_3:	$6,025-9,862	$6,025-9,862	$6,025-9,862	$6,025-8,000	$6,025-8,000
	N:	7	7	7	6	6
	% Tuition assistance:	0.0%	0.0%	14.3%	16.7%	16.7%
Research assistantship						
9-month	Median:	$4,500	$4,500	$4,300	$4,200	$4,300
	Q_1-Q_3:	$3,325-5,975	$3,325-5,975	$3,300-6,000	$3,525-5,962	$3,500-5,800
	N:	7	7	6	7	8
	% Tuition assistance:	14.3%	14.3%	33.3%	14.3%	25.0%
12-month	Median:	$7,900	$7,900	$7,900	$6,150	$6,300
	Q_1-Q_3:	$3,325-5,975	$3,325-5,975	$3,325-5,975	$5,300-7,500	$5,325-7,962
	N:	7	7	7	6	7
	% Tuition assistance:	14.3%	14.3%	28.6%	16.7%	28.6%
Fellowship						
9-month	Median:	$8,000	$7,600	$7,600	$7,500	$4,550
	Q_1-Q_3:	--	$4,375-8,038	$4,375-8,038	$4,475-8,025	--
	N:	4	5	5	5	4
	% Tuition assistance:	0.0%	0.0%	0.0%	0.0%	0.0%
12-month	Median:	$8,500	$8,500	$8,550	$6,700	$6,700
	Q_1-Q_3:	$4,525-9,075	$4,525-9,075	$6,500-9,100	$4,000-9,075	$4,000-9,975
	N:	7	7	6	6	6
	% Tuition assistance:	0.0%	0.0%	0.0%	0.0%	0.0%

*N = Number of Canadian departments reporting this category of support.

Note: Dollar amounts in this table are reported in Canadian dollars.

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